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AUGUST
VOL. XXIII. NO. 3



JAZZ AND MUSIC EDUCATION BY CHARLES E. GRIFFITH, JR.

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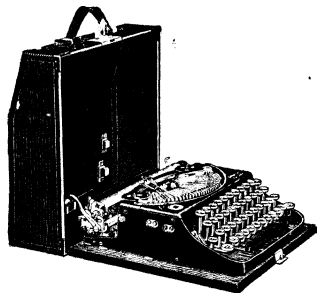
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Philippine Education

The Philippine School and Home Magazine

Vol. XXIII

AUGUST, 1926

No. 3

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PHILIPPINE EDUCATION

The Philippine School and Home Magazine

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Colonel Thompson Colonel Carmi A. Thompson, who has been called "the eyes of the President," and who arrived here last month to investigate general and economic conditions, has started auspiciously by winning the goodwill of both Filipinos and Americans before he had been here a week.

He is known as an astute politician as well as a keen business man, and it is to be expected that he will recommend to the President some compromise which would make possible the development of the rich natural resources of this country by American capital with the full cooperation of the Filipinos.

Some such agreement as this has long been the desire of everybody, and is therefore certainly not impossible to achieve, and that soon.

The Proposed Pension Bill

It is understood that a bill will be introduced during the present session of the Legislature, providing for a general pension fund for all government employees.

There can be no valid objections to pensions for all employees who have served the government efficiently and faithfully for many years. It is to be hoped that it will be possible to establish a system that will provide such pensions.

However, in regard to the particular bill in question, it is understood that it will provide for the merging of the present Teachers Pension and Disability Fund into the fund which the bill would propose to establish.

The Teachers Pension and Disability Fund has now been established for nearly five years, and some hundred and forty teachers have already been retired under its provisions. It is administered by officials of the Bureau of Education, and it has been accumulated largely through the savings out of the salaries of individual teachers.

By what right should other government employees share in the savings accumulated through the personal sacrifice of the teachers?

It can not be questioned that the resolution, part of which is here reproduced, adopted at Baguio during the Superintendents' last Convention, is entirely justified:

.....Be it resolved, that the Division Superintendents of Schools in Convention assembled, and representing the teachers of the Philippine Islands, are unalterably opposed to any consolidation of the Teachers Pension Fund with any other pension funds, or to any modification of the present Teachers Pension Law.

Educational Research

Some years ago, it was said in the United States that "the whole subject of physiological age and its relations with chronological, psychological, and pedagogical age, is much in need of more careful and extensive investigation." This is today even more true in the Philippines, and for this reason, the weight-height-age survey of school children recently undertaken by the Bureau of Education, is of the highest practical educational as well as scientific value.

In a recent circular, Director Bewley urges all school officials to undertake immediately the measuring of the height and weight of school children, and to report the results. The compiled data ought to

show what are the periods of fastest growth in both boys and girls, what are the ages of maximum increase, when maturity is reached, and what groups in the Philippines are the tallest and heaviest. Later on studies might be undertaken to discover what the correlations are with social status, with general health, and with intelligence.

The Bureau of Education is to be commended for the scientific trend the administration is taking. Such activities as are indicated in recent circulars on over and under-ageness, progress through the grades, health measures, etc., will put the school system here in the forefront of the world's educational institutions.

Advertisements

Many magazine and newspaper writers and even editors consider the advertising in their publications as a necessary evil. They realize that without advertising, which brings in most of the revenue, their publications could hardly exist. Yet they look upon advertising as taking up space that they might otherwise fill with more interesting matter.

This, however, is a serious error. The majority, if not all, magazine and newspaper readers, are as much interested in the advertising as in the editorial matter, especially if the advertising is attractively displayed. As a matter of fact, although articles and stories are usually more entertaining and generally informative, the advertisements are often of more immediate and practical value.

In this day and age, we are all buyers. Very little of what we eat, drink, wear, or use, is made by ourselves. We must go out and buy these things. What and where to buy are often real problems. Advertisements impart to us the information as to what best to buy and where best to buy it.

For this reason, a publication owes it to its readers to investigate the claims made by advertisers, and to consider the acceptance of advertisements as carefully as it considers the acceptance of articles and stories it publishes.

The publishers of *Philippine Education Magazine* are doing this, and believe they have reasons to be as proud of the class of advertising in the magazine, as of the articles, stories, and illustrations published. They believe they can confidently recommend all who advertise in its columns.

If, however, a reader should at any time be unsatisfied with the goods or services advertised in this magazine, the publishers would consider it a favor if the unsatisfied customer would bring the matter to their attention.

Readers, too, will find it always best in answering an advertisement or in buying goods advertised in *Philippine Education Magazine* to state that they saw the advertisement in its pages.

The Cover

The picture on the cover of this number of *Philippine Education Magazine* of the old man tuning his violin, is a remarkably fine crayon drawing by Fabian de la Rosa, dean of Philippine artists, and director of the School of Fine Arts of the University of the Philippines, who is already well known to the readers of this periodical. One can almost hear the notes as the old man picks the strings.

Jazz and Music Education

By CHARLES E. GRIFFITH, JR.

"I have tried," says Mr. Griffith in a letter to the Editor, "to analyze jazz structurally in non-technical terms so that your readers may get information necessary to make judgments of their own. I hope this type of article is what you want. If it engenders discussion among musicians, music lovers, and school people, I shall consider it serviceable. What we need is discussion, and not pre-conceived, frozen judgments."

The Editorial in the April number of *PHILIPPINE EDUCATION MAGAZINE* to which reference is made in this article:

"Yup, alay yup, alay yup, alay yup!"

"The use of 'jazz' music in any form—whether instrumental or vocal—is prohibited in connection with school programs or exercises. Our schools should be a strong positive influence for inculcating a love for good music."

So in part runs an official memorandum issued to the field by the superintendent of schools of one of our most progressive provinces.

At first thought, this calls for approval. The writer of these lines is not a lover of jazz, and escapes it whenever possible.

But jazz has become so popular, having, in fact, swept the world, that the only conclusion that now can be drawn is that it must satisfy some human need. A hasty and general condemnation of it is therefore dangerous.

There is, of course, jazz and jazz. Some of it, if not the most of it, is not the work of musicians, and is even to the friendly ear, worthless. But the writer must admit that on several occasions he did hear jazz that was music, that is, was pleasing instead of a punishment to the ear.

What is jazz? The principal element of jazz seems to be syncopation—the imposing of a new rhythm on an old rhythm long enough to compel recognition, yet not so long as to supplant the old rhythm and thus cause a change in time. Another element of jazz seems to be noise, and in this jazz resembles Chinese music. Another element that always seems to be present is the wailing, dragging tone of the saxophone.

Jazz is rapid, breathless, noisy, stimulating, exciting, lawless. As such it typifies the spirit of the age. And the moaning of the saxophone gives that undertone that is also present in modern society—the note of warning, of regret, and perhaps of fear.

Jazz is to music what futurism is to art, what the new "morality" is in our social life and what in our economic life is generally known as bolshevism. It is radical—red. They are all evidences of the great change that is taking place in human life in answer to changing conditions. The old is passing away—customs, religions, manners, laws. And jazz is the music of the youth—adventurous, daring, unfettered, lawless.

As such, it is a thing rather to be studied than to be suppressed, which is impossible anyway. Life will have its place in the sun.

IN the April issue of *Philippine Education Magazine* the leading editorial briefly analyzed "jazz" and allotted to it "a place in the sun." The subject is still very much discussed, since musicians are trying to discover what there is about "jazz" which appeals to people.

Those interested in the subject in the Philippines do not have direct participation in these current discussions in the United States. Therefore this article attempts to bring you their substance and the echoes by which you can formulate your own judgments about "jazz," its qualities, both good and bad, its permanence or impermanence, its advantages or disadvantages, its dangers, and the possibilities of its contribution to the literature of music.

THE HISTORY OF JAZZ

First of all a hasty survey of its brief history may help us in our judgments. In 1914 or 1915, if my memory is correct, several songs were introduced into a music revue, "Watch Your Step," in which syncopated effects gave unique lilt and infectious sway to the melodies. Syncopation, as we might best describe it here, is an unexpected shift of the accent or stress in music from the strong beat or beats of the measure to the weaker. The effect, since we expect something quite different, is to pique our curiosity for the accent's return to nor-

mal. Our interest is quickened as if we wanted by getting ahead to push the offending notes back into step. Syncopation has long been legitimately used by the masters of music as one way to achieve and accentuate this hurrying, a mental "stringendo." They have used it sparingly since it is obvious how easily it can be overdone, the imagination overstimulated and our pulses a-throb. It was an innovation, however, to bring the effect in such large doses from classic music to popular music. The general theatre-going public in New York and subsequently in the rest of the country, were quick to catch the over-stimulation and its infectiousness without knowing the why's and whereof's. It was accepted as the newest fad.

JAZZ AND NOISE

That was the beginning. Soon the syncopated effects were heightened by bizarre combinations of instruments. Orchestras were introduced onto the stage as a feature of musical comedy. For example, the orchestra in Elsie Janis's "Miss Information" specialized on its percussion section, the drummer beating wood-blocks, bells, triangles, gongs, drums, and even resounding kitchen utensils. Audiences responded with childlike rapture to the racket. It was new! Unusual instruments were eagerly sought after to give more and more arresting effects. Instruments which had only graced the symphony orchestras began to make their appearance in the "jazz" combinations. The trombone became a solo instrument for "the blues"; the trumpet displaced its more homely cousin, the cornet. The more rare symphonic instruments were chosen for their timbre-adding color. The banjo was promoted from the levee for its tantalizing twang. Instruments with pungent, penetrating tones became the rage. Of all such the lowly saxophone came into its own, being the easiest to learn to play and possessing a gritty, catahrral, tremulous tone (as produced by the average player), two attributes which elevated it almost over night to solo parts in the "jazz" band.

WHERE DID THE NAME COME FROM?

Then to find a name for this innovation in music! From the days of the "cakewalk," negro dancers have provided the ultra-novelty seekers with engaging steps. One shuffle, as near as it can be traced, was called "jazz," and when such shuffle dancers quickened their pace, they were said "to jazz it up." Here was a bizarre word ideally suiting a bizarre situation.

JAZZ AND THE DANCE

Hence, it became "jazz" music played by a "jazz" orchestra. Social dancing at first showed but little change. However, developments toward the extreme progressed so rapidly that today "jazz" music by its sinuous rhythms can encourage dancing, which, if nothing else, cannot be said to be "politely restrained." The merest tyro in psychology knows that an external stimulus exciting the mind and through it the body produces through the emotions excited a counter effect on the mind, the result of which in the conduct of the individual will depend on social customs and laws and on his willingness to restrain himself within those socially imposed regulations. Perhaps all exciting dance music since the beginning of time has produced similar reactions, but "jazz" for ballroom dancing, "unfettered, daring, lawless," marks its flood-tide.

We have on the dance floor varying degrees of dancing, depending on the individuals: the continued social dancing for the sake of dancing and companionship to which no one seems to object, and the various stages of unrestraint, super-induced by music which stresses excitement as its chief attribute.

SERIOUS MUSICIANS HAVE ALSO BEGUN TO EXPERIMENT

All during this period of maturing "jazz," other processes have been at work. Serious musicians have sensed the new effects, cross rhythms, and tonal coloring and themselves have begun to experiment. The late Victor Herbert and Rudolf Friml, Gershwin and Berlin, have written "jazz" suites on material from this type of music, adapting the instrumentation for the regular symphonic combination. Paul Whiteman's orchestra has played them on tour. In many instances such "composed jazz" is in the nature of a "tone poem" rather than of the dance. Phonograph recordings include both types. Rudolph Ganz, the conductor of the St. Louis Symphony Orchestra, long played "Havanola" on certain of his popular programs to show how attractive certain types can be as "jazz studies."

MUCH JAZZ PLAGIARIZED

Jazz composers have returned the compliment by going to classic music for their themes. The lay-musician who hears a piece of music and likes it, but doesn't know why, is likely to find on close examination that the jazz composer has taken and twisted a standard classic melody or folk tune into the thematic basis of his "popular hit." If people at large would only realize that "classical music" is not highbrow, that popular music is only *familiar* music, and that nearly all the lovely melodies of jazz are taken almost bodily from the classics, there would be less shunning of the great masterpieces and more fury at the fraud perpetrated by the jazz composers. Examine some of our present and past "hits," and their classical antecedents: "When's It's Apple Blossom Time in Normandy" is developed from Beethoven's Minuet in G; "Avalon" from the tenor aria, "The Stars Are Brightly Shining" from Puccini's "La Tosca"; "I'm Always Chasing Rainbows" from Chopin's Fantasia Impromptu; and "Yes, We Have No Bananas" from a galaxy of favorites. Sing it through and see for yourself this analysis offered by Dr. Sigmund Spaeth and John Tasker Howard of New York!—first comes The Hallelujah Chorus from "The Messiah"; then "I Dreamt I Dwelt in Marble Halls," from "The Bohemian Girl"; then "Aunt Dinah's Quilting Party," and lastly the Hallelujah again.

The list of straight plagiarisms could be extended almost indefinitely. Jazz composers have found that beside noise they must also have melody. Having little or no melodic ingenuity (it could hardly be expected with their genius for rhythmic facility), they show the good sense to go to the one place where they can find real melody and the only place where lasting melody can be found,—the tried and true folk songs and the classic masterpieces.

THE WRITER BELIEVES JAZZ IMPERMANENT

One might naturally expect that this wholesale appropriation of good melody would lend a permanence to "jazz." Have you ever heard of one jazz piece lasting more than a theatrical season or a fraction thereof? Today's popular hit is thrown into tomorrow's discard. It is not far to seek the reason: obviously the imitation is never so good as the original. Scraps of beautiful melody, however ingeniously put together, cannot of themselves save a piece from oblivion. Moreover, "jazz" does not express any of the great human longings of the soul, which, translated into song give expression to the heart's desire. Compare "Yes, We Have No Bananas" with, for instance, "Comin' Through the Rye." They are near enough in type to be comparable for the sake of illustrating permanent values in sentiment and music. Lasting music mirrors emotions universal to mankind.

JAZZ LACKS STRUCTURE

From another angle the impermanence is due to lack of design and proportion. Music will not last as music unless the principles of "unity, coherence and emphasis" which underlie all great art are exemplified in the individual composition. A jazz tune may have a principal theme as the unifying element, but certainly in the cheaper variety of jazz it is seldom repeated as is the case with the principal theme of the simplest folk song. The endless elaboration, modulation, clatter, bang, and variety of jazz leave no pegs on which to hang our atten-

tion, and produce of themselves the shifting effect of impermanency. The listener tires, hankers for something new, and in the unending quest one jazz piece after another is brushed aside.

THE SURPRISE ELEMENT LOST WITH REPETITION

Not only is this failure to incorporate lasting art values one of the reasons why jazz is so unsatisfying, but also the very structure of the music defeats any attempt to include them. Any jazz writer would be glad to find the way to make his hit sell for years! Listen to the next jazz hit played by an orchestra and pick out the melody vigorously played by the saxophone. It may be a fine melody, probably plagiarized, but melody just the same. Against it, however, you will undoubtedly hear sharp, staccato bursts of sound from the other instruments, singly or in combination. Even the pianist seldom plays a legato phrase, that is, one which has a long singing quality. (Most jazz pianists ruin their technique for pleasurable solo work because the music they are forced to play is continually abortive in its rhythms. They can't play pieces with a long, singing, melodic line. They are masters of agility, however). The trumpet and trombone also give out short blasts, augmented and varied with twangs from the banjos and thumps from the drummer and his kitchen paraphernalia. A simple figure will illustrate: melody can be described as a curved horizontal line. If it is broken into vertical bits by irregularly occurring (syncopated) single blast notes, the effect on the line is the same as when an earthquake disturbs the recordings of a seismograph from an even path to angular scribbles. Music is usually analyzed horizontally, because the melody and counterpoint flow in horizontal lines. Jazz effects are vertical, breaking up this flow into sharp peaks, the more disturbing to the melodic and harmonic continuity, the greater the element of surprise. But once this vertical element of surprise becomes familiar to the hearer, the unique quality of the piece is destroyed. By its very virtues jazz is betrayed.

BUT OPINION AS TO JAZZ DIFFERS

To recapitulate a moment: jazz music is evanescent because it contains in too large quantities the elements of its own immediate decay. While it lasts, its principal function is to provide the impetus for dancing. Therefore, its most apt designation seems appropriate—"good for the feet but bad for the head." If we just dance and think nothing of it, or if we let our students dance, to expose them no further to its charms, we shall have allotted jazz its part in social intercourse. When, however, writers attempt to magnify its contribution, then only should we stop to take account of true values. In a recent issue of "The American Mercury," a learned article, "The Anatomy of Jazz" attempted to analyze its effects and how they are achieved and used. Carl Engel, the music librarian of The Library of Congress wrote an article last year in "The Musical Quarterly" stating in general that jazz effects were the first real contribution of America to world music. These contributions are recognized as *effects*, not music. Generations of jazz pieces have been born and have died since then, and no jazz masterpiece has left its footprints permanently in the musical sands of time. Eventually musicians may discover how to solidify these contributions so that permanent examples may be put on exhibition for us to acknowledge and enjoy. In the meantime, jazz is merely "arriving," presaging a growth which may or may not make a lasting contribution. Its influence is bound to be felt whatever the outcome through experimentation and the passage of obliterating time.

WRITER BELIEVES JAZZ SHOULD HAVE NO PLACE IN THE SCHOOL

Meanwhile jazz is with us. What are we going to do about it? We can't suppress it, even if it were desirable to do so. If we tried to, we would immediately place a premium on it of unearned values. We can best patronize the good pieces, and try to displace the vulgar songs by something better. School pupils will be exposed to all kinds of jazz. It is unavoidable. Parents seldom prohibit the hearing of jazz, both good and bad, and children experience its bad as well as its innocuous effects. Nowadays the home often expects the school
(Continued on page 188)

The Philippines from the Air

By JAMES HOECK,

Correspondent for the New York Evening Post and the Philadelphia Public Ledger.

ARTICLE II.

Over the "Rockies" of the Philippines

THREE hundred miles as the crow flies, and a little less than a mile as the crowbar drops, is the air route one covers on a trip from Manila to Aparri, the northern tip of Luzon. On this trip the traveler in the skies passes over some of the most dangerous terrain in the Philippines, the rough and uninhabited mountains of Central and Northern Luzon.

The Rockies of America, although on a much grander scale, are like gentle synclines compared to the zigzag volcanic formations of this area. They are more nearly the comic supplement conception of mountains, scrambling rocks and jagged peaks without a shade of symmetry. It is over such territory that the aviators meet their roughest adventures, and as frequently as not they are adventures about which there is none left to tell how they happened to crack up. In flying over the established air routes in any other part of the globe, the passenger feels pretty much at home, as though he were surveying familiar scenes from his own doorstep, temporarily transplanted into the skies by some cyclonic gust. But in the Philippines, where there are so few landmarks of civilization, the wildness of the country beneath, and oftentimes its complete desolation, continually create in one a sense of utter loneliness with a strange and rugged and hostile nature. It only occasionally dazzles the beholder with its tropical splendor.

Prior to the last two or three flying seasons, the air officers had always regarded a flight over the mountains to the northern coast as being too hazardous. Fog and clouds usually surround the peaks and there is scarcely one emergency landing field on the entire hop. The route to Aparri, however, has become popular during the past year. Because it is here that an air force would have to defend the Islands against an attack

from the north, the Army Air Service made this little town at the mouth of the Cagayan river its base during the annual group maneuvers last March. The Spanish flyers landed there from Macao.

As with the jaunt to Mindoro, there are alternate routes to Aparri from Manila, one followed by the seaplanes and the bombers along the coast, and the other and more usual one passing over Pampanga and trekking over the Manila-Benguet road into the mountains, through the Balete pass and then down the Cagayan valley. This trip might well be compared to the air mail route from Salt Lake City east. For about 60 or 75 miles the plane wings its way north above an uninhabited mountain district, with a chaos of sharp peaks and steep ridges disrupting the world beneath.

First of all there is a flight of an hour or more before the plane reaches the mountains. As soon as Manila is left melting in the haze behind, the plane leaps out over the bay, heading for the north shore across an indentation. It was on a bright, flashing morning that we set out on the first leg of this trip. The water beneath at any time furnishes a novel effect, with its finery of spear-like fish nets, puffy little white sails, and here and there an ocean steamer parting the waters and leaving behind a long green and white wake. From a plane the wake of a boat is discernible for a long distance. The touch of the propellor transmutes the blue of the sea into a rusty brown and each boat has a straight tail ridiculously long for the size of these toy steamers.

Corregidor, a black whale rising to block the entrance to the bay, was in view as long as we were over the water, and Mariveles, a mountainous tangle blocking the view of the ocean



Official Photograph, U. S. Army Air Service

SEXMOAN, PAMPANGA, LOOKING SOUTH-WEST

beyond, stretched off to an obscure mainland. The water was not quite limpid enough to permit a view of the sharks.

Along the coast, perhaps fifteen miles beyond Manila, a strange sight is revealed from the air. For a distance of ten miles the coastline disappears completely, eaten away, as if by acid, by a sun-silvered lacework of estuaries. What land there is, seems to float on this lake, like lilies on a pond, with here and there a festering yellow rice paddy diked off in the water.

It was over this extensive bog, fed by one or two streams from the solid land beyond, that the plane floated northward. Through these nipa swamps, the Spanish Governor of Manila escaped one night in a banca when the English troops stormed the walls of Santiago in 1762. The Governor reached Bulacan safely and established a temporary capital there.

A panorama of rice paddies and beautiful, level sugar country greeted the eye as soon as we edged away from the Bay and here we encountered the first hamlets since leaving Manila. San Fernando and Angeles are the two most conspicuous centers on the way, groups of roofs shepherded together under trees and clinging to the winding courses of rivers. Between them could be seen the railway, a mere wireless antenna stretched across the open country between the hills north of Manila and the beginnings of the Zambales range.

Mt. Arayat, with a cradle-like bite in its top, is a landmark such as the aviator dreams about. Rising in a knock-kneed posture from the plains of Pampanga, it is absolutely unmistakable even to the stranger. Near its base is Camp Stotsenburg, one of the principal Army posts in the Philippines, and only a short distance away is Clark Field, the pursuit squadron base. The planes bound for Aparri usually land here to refuel for the longer climb over the mountains. Otherwise the planes will pass some distance to the west of Camp Stotsenburg and to the east of the Zambales range.

Racing over the group of American buildings that represents the Army post and somehow reminds one of a little vil-

lage somewhere in the Green Mountains of Vermont, the plane heads for the Zambales range, painted a dull gold by the morning sun—mountains of gold, the Oriental would say. A few minutes flight brings one over the provinces of Tarlac and Nueva Ecija. The plane must climb higher at this point, and it is possible to see a distance of 100 miles or more. Cabanatuan, the principal city of Nueva Ecija, lies off in the haze to the east and the city of Tarlac is hidden in the mountains in the opposite direction. The plane flies on above the sparsely cultivated foothills that gradually become broken into uninviting ridges, and enters the mountain pass. Somewhere beneath the trees at the bottom is a small river, but before long all traces of any watercourse are lost and there is not even a well-defined valley as the "ship" approaches the divide and enters the long pass, distinguishable only because it is lower than the mountains on either side.

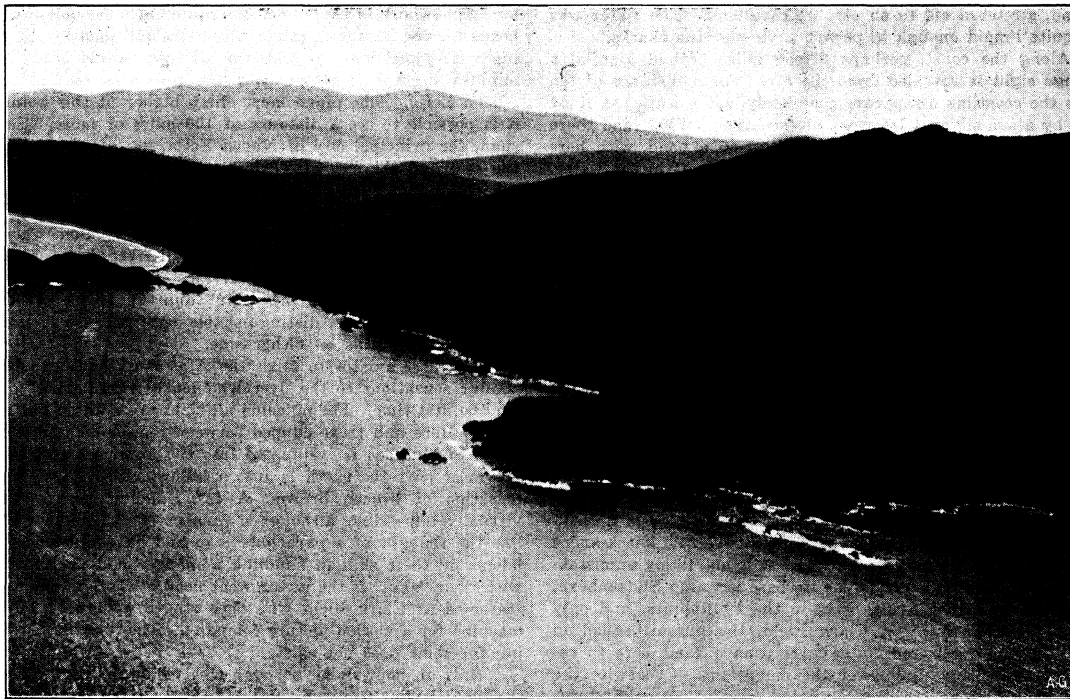
The first aviator to cross the Alps must have experienced similar sensations to the flyer who makes this daring journey for the first time. For miles on all sides are nothing but mountains. Here and there cupped between the depressions a small patch of blue sea is insinuated into the lower horizon, but for the most part the earth is just a billowy, topsy-turvy conglomeration of broken brown. A safe landing here would be virtually impossible, although a number of the pilots who dislike the thought of a parachute leap and have unbounded confidence in their skill in handling a plane would prefer to stay with their "ship" if the motor went dead. There is one aviator stationed at Clark Field who once staged a "crash" with his machine for a motion picture company. The "impossible" landing for some does not exist.

Half an hour flying through this mountain wilderness and the plane begins to reach the headwaters of the Cagayan River and the town of Bayombong, a mountain village, stares at one quite suddenly from the bottom of the valley. Once past Bayombong, the terrain shifts a bit and in a few moments the



LOOKING SOUTH FROM BAMBANG, LUZON, P. I., SHOWING THE MARANG VALLEY ON THE LEFT

Official Photograph, U. S. Army Air Service



Official Photograph, U. S. Army Air Service
NORTH COAST OF LUZON, CAGAYAN PROVINCE

vast "Mississippi" of the Philippines, comes abruptly into view. The valley is one of the richest agricultural areas anywhere in the world, but has scarcely been touched by human progress in the upper reaches.

The Cagayan Valley is really a delight to the eye, fifty miles wide in parts, and all level and fertile, with only a thin irregular ribbon of a stream bisecting it. The plantations begin to grow up as the plane floats on down the valley, marked by dots of buildings and miniature squares of cultivated land after the manner of a checkerboard. One travels over such territory for half an hour, the immense expanse of the valley widening, its walls sinking to the level of the horizon, before the Pacific Ocean comes into the range of vision, rolling up to the delta of the Cagayan river. Aparri, with its docks and cluster of roofs nestles to the west of the river's mouth and even at some distance it is possible to see bancas that look like little sticks of wood, plying about the nearby waterways, indicative of the activity which is attendant upon this center of the tobacco industry.

A first-rate flying field, on a level smooth-swept strand

near the town, is used as a base. Level, that is, except for an occasional carabao, and when one of these lumbering beasts happened to stroll out just as one of the Army planes was landing there recently, it wrecked both itself and the plane. Although the landing field at Aparri is inspected occasionally and provision has been made for fuel storage near the town, no attempt has been made to maintain a regular air base at this point, which is actually one of the most strategic from the viewpoint of aerial defense of any in the Islands. The trip is usually made in between three and four hours and a fleet of pursuit planes could be mustered here from Camp Stotsenburg in a little over two hours, in event of an emergency. By holding a war game at this section of the coast, the air force was in reality demonstrating the defensibility of the Island of Luzon.

The third and concluding article of the series on the Philippines from the air, the most interesting of them all, dealing with a tour of the southern Islands and containing more of the "action" of flying, will be published in the next issue of Philippine Education Magazine.

The Principal As A Teacher

F. V. BERMEJO*

Division Superintendent of Schools for Bataan.

SOME principals seem to think that, by virtue of their office, they may teach their classes unprepared and without due regard to the requirements which they exact of their subordinate teachers. Principals have been seen teaching with no board preparation, no lesson plans, no seatwork material, etc. As a natural consequence, the teaching observed was characterized by aimlessness and a shower of random, indefinite questions. Nothing could be more undesirable.

A principal's most important qualification should be strong teaching power. The effectiveness of his supervisory activities is, to a great extent, conditioned by the leadership he exercises in observing the standards in teaching required of his subor-

dinate teachers. He may not be a model teacher in every subject, but in the subjects he teaches, he should be a leader as to preparation and classroom technique employed. The ideal, of course, is that the principal should be the best teacher in his school.

It would be well for our supervising teachers to make definite plans for checking up on the work of principals with a view to improving their teaching and supervisory abilities. Principals should be encouraged to do more demonstration teaching than heretofore. They should be encouraged to read more extensively on such subjects as silent reading, language, arithmetic and the other fundamental subjects. Their classroom work should be at least on the level, if not better, than that of the best teachers in their schools. In their relations with their subordinate teachers, they should be a source of inspiration to professional growth and better teaching.

"The Flight and Wanderings of Emilio Aguinaldo, From His Abandonment of Bayambang Until His Capture at Palanan"

A Diary by Simeon A. Villa, a Member of his Staff

TRANSLATED BY J. C. HIXSON

*First Lieutenant, Thirty-second Infantry, United States Volunteers,
Assistant to Officer in Charge Division of Military Information, Manila, P. I.*

THE FORCES ACCOMPANYING AGUINALDO

Speaking of the forces accompanying the Honorable President since the day the women and some of our men left to go to Manila, the Honorable President had available the following forces:

Aides of the Honorable President—Major Raymundo C. Jeciel, First Lieut. Telesforo Carasco.

Chief of Health Department—Dr. Santiago Barcelona.

Subinspector of Military Hospitals—Dr. Simeon A. Villa.

Commanding Officer of the Troops—Major Geronimo Gatmaitan.

First Company of First Bulacan Battalion—First Lieut. Teodoro Dayao, Second Lieut. Vicente Morales, and 49 soldiers.

Second Company of First Bulacan Battalion—First Lieut. Santiago Catindig, and 27 soldiers.

Sixth Company of First Bulacan Battalion—Captain Juan H. del Pilar, Second Lieut. Lucio Valentin, and 18 soldiers.

Fifth Company of First Ilocos Sur Battalion—Captain Ildefonso Villareal, First Lieut. Alberto Bautista, Second Lieut. Sulfurio Luna, Second Lieut. Leoncio Alejandrino, and 33 soldiers.

Bureau of Military Supplies—Second Lieut. Braulio de la Cruz, Second Lieut. Anselmo Subido (attached).

Total—One field officer, 11 line officers, and 107 men. These, then, constitute the only forces accompanying the Honorable President.

December 27.—At 2 o'clock in the morning the soldiers had something to eat, and at 4:30 we resumed the journey toward the mountains of the north. After a continuous march, with a great deal of descending and ascending among the mountains, we reached Nagani settlement at 2 in the afternoon. We never rested here a moment, but kept up the march toward another ranch, Ayangan, meantime passing through mountainous regions higher and higher every minute.

It seems that our strength is becoming exhausted, due perhaps, to hunger, thirst, and fatigue. It is already 4 o'clock in the afternoon, and the guides tell us that Ayangan is still very far off. We keep on marching. The day is fading away; copious perspiration covers us from head to foot; we have not yet eaten anything; night falls upon us, and we find ourselves in the midst of several very high mountains, unable to see a thing on account of the intense darkness. Suddenly, the soldiers that are in advance announce to the Honorable President that it is impossible to continue marching, as the trail they are on is too narrow, and they are in danger of falling into the precipices. It is 8 o'clock at night.

AGUINALDO'S NARROW ESCAPE FROM ASSASSINATION

In view of the situation the Honorable President ordered a rest here. All the soldiers at once sought water for drinking purposes and to cook their rice—each one carried a little rice—but unfortunately none was found; thus, it happened that in spite of our having eaten nothing all day and of not being able to eat on this night, we had to make the best of our fortune, or misfortune. We tightened our belts, and, half dead, we went to bed on the ground, among rocks and trees, which for the time were our bedding. Toward 2 o'clock in the morning, the Honorable President, awoke and got up. What a surprise he had on seeing an Igorrote, armed with a spear, standing at our feet and ready to "do us up" (sic). On seeing that one of us, the Honorable President, was awake, the Igorrote ran away and let himself fall into the mountain precipices. We had saved ourselves from one misfortune.

It had commenced to rain gently at about 11 o'clock that night; hence we were all wet throughout the entire night, and the cold, too, was killing us.

During the night the Igorrotes succeeded in stealing one of our guns.

December 28.—We are up at 5 a. m. The rain continues. Our strength seems to be completely exhausted. At 6 o'clock the Honorable President ordered us on the march. So we begin the journey, though we slept in the water last night, had nothing to eat all day yesterday, and without even a breakfast now. We are wet.

The rain stopped at 8 o'clock, and the sun is coming out, lessening our suffering from the cold. We have found a large camote patch, and we are all making a breakfast on raw camotes.

IGORROTE AMBUSCADES

The path we have been traveling is so very narrow that we had to repair it at some points. One of the Honorable President's horses fell into a precipice and was killed. Finding no food in these regions to appease our hunger, we laid hands on the horse and utilized him for our luncheon. After-



GENERAL EMILIO AGUINALDO TO-DAY

Sun Studio

wards we continued the journey until suddenly attacked by Igorrotes. The lances which they were throwing at us came from many points. The Igorrotes were occupying the dense part of the woods. The road along which we were passing was so narrow we could only travel in single file.

It was 5 o'clock in the afternoon, night was coming on, and so the Honorable President, wishing to give these people a lesson, ordered 25 soldiers to go back and fire a volley at those who were pursuing us or followed on our trail. And so the 25 soldiers returned and fired several volleys at the Igorrotes. But as these people are much accustomed to the mountains, they ran away and dodged about in the precipices until the pursuing soldiers lost sight of them.

Night came on us, and as we feared that the Igorrotes, under protection of the dense woods, might cause us some losses, the Honorable President decided we should seek a secure spot for pitching our camp. Having already found a good place we have halted here to spend the night.

December 29.—At 6 o'clock in the morning we all hunted for camotes, and made our breakfast on them. We resumed the march at 8 o'clock.

The Igorrotes again attacked us on the road. Our troops replied with their guns; but as our people traveled on, the Igorrotes followed, attacking us with their lances, and yelling lustily as if they wished to terrify us. We came to a river on the side of a high mountain, and while we were passing down the mountains toward said river, suddenly a rain of rocks fell upon us, lasting considerable time.

Fortunately for us, we had no casualties. The Igorrotes who were throwing the rocks were occupying the top of the mountain, and so we were unable to see them.

We crossed the river and again went on climbing among the mountains until, after a three hours' continuous march, we arrived at the Ayangan settlement. The Igorrotes of this settlement behaved themselves well toward us. That same night they gave us rice and pork; so we were able to have dinner.

We have passed the time pleasantly in this settlement, having tarried here for two days.

December 31.—The troops had breakfast at 5 o'clock in the morning, and at 8 o'clock we set out on the march for the next nearest settlement. We reached Alinit at 3 o'clock that afternoon without incident, save the penalties of the journey; that is, hunger, thirst, and heat.

JANUARY, 1900.

WORN-OUT SOLDIERS CRAWLING ON HANDS AND KNEES AND WEeping

January 1.—We left Alinit at 8 o'clock in the morning, going toward Mayaoyao. This day is a memorable one for us. We continue the march through mountains, which are higher than former ones and which present difficult ascents. Heat, hunger, and thirst give us a nauseating sickness. Excessive perspiration is wasting our energies, and our legs and knees are weak and tremulous. The ascent forms almost an acute angle. Many of our soldiers faint.

When we arrived at the top of the mountain range which we saw from below, we find that there are other ascents still higher. This fact worries us, because we are already very much exhausted; but we can not stop, since, there being no vegetation on this mountain, the heat of the sun would kill us immediately.

We continue the journey in spite of these difficulties. It is 2 o'clock in the afternoon. The soldiers are crawling along on all fours and weeping. But they are afraid to stay here, and hence, notwithstanding their great suffering, they force themselves along on the march.

At 4 o'clock in the afternoon we are able to make out the settlement to which we are going. We forced the marching, and at 6 o'clock p. m. we arrive at Mayaoyao.

We have succeeded in buying rice and pork in this settlement, and so we have passed a comfortable night. But we have to eat without salt—a thing somewhat difficult for one unaccustomed to it.

We have stayed here in this settlement two days.

January 4.—We left Mayaoyao at 8 o'clock this morning, taking the direction for Buncian, and going always through the mountains. What we suffered on this trip makes it equal in every respect to the trip of yesterday.

We reached Buncian without incident at 5 o'clock in the afternoon. We spend the night in that settlement.

JOY FILLS THEIR HEARTS AS THEY SEE THE PLAINS OF NUEVA VISCAYA AND ISABELA

January 5.—We left Buncian, going toward Babayas, and this latter settlement was reached at 4 o'clock in the afternoon. And what great enthusiasm we felt on seeing from this settlement the extensive plain of the provinces of Nueva Viscaya and Isabela! Joy filled our palpitating hearts.

The Honorable President decided that we should continue the trip on the following day, and we rested through the night. Hours seemed like years to us, as we longed for daylight to come at once, so we might continue the march and reach the first town in Isabela inhabited, not by Igorrotes, but by Christians.

Now, indeed, we have finished the lofty and extensive mountains—finished, after three months of living in the depths of the woods and using the scarce camotes as our food. Now our lives, indeed, are saved from those Igorrotes, who are always armed with spears and arrows, and ready at the least carelessness to rob us of our lives. Hunger, thirst, heat, cold, laborious breathing, nausea and swimming of the head, exhaustion, the dark nights, and the trembling of our legs and knees—all of this is past, and we are through with it for good. Morning came.

January 6.—The Honorable President ordered First Lieut. Carasco and four soldiers to make a reconnoissance to Oscaris and see if any enemies were there, in order that we might resume our march after 6 o'clock. These marched away at once. The Honorable President and the rest of us remained.

Six o'clock came and we were all impatient.

The watch indicated 12 o'clock. We hunted for Igorrotes to serve us as guides to the town of Oscaris. We could find none, because they had all hidden themselves.

Three o'clock arrived. The Honorable President ordered all the soldiers to scour the mountains in search of Igorrotes. One was caught and brought to the Honorable President. To prevent his escaping, Barcelona tied a rope around the Igorrote's neck, hands, feet, and waist, and then placed a guard over him. We were quite happy. Night came on; we went to rest, and everything passed off without incident.

January 7.—At 8 o'clock in the morning we set out on the march; everybody jubilant. The soldiers sung to their light footsteps.

We ran across many deer and wild carabaos in the mountains—animals that indicate life. The Honorable President shot two of the former.

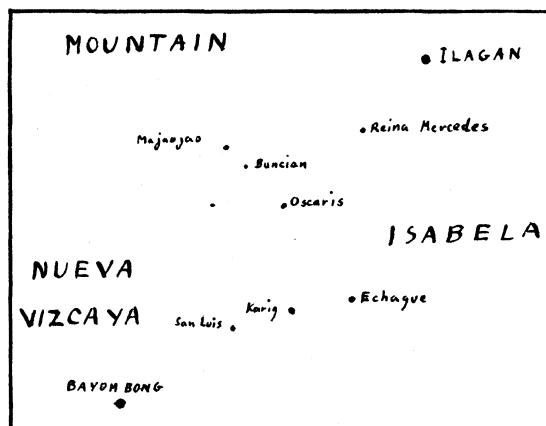
Three o'clock arrived, but we paid no attention to the hunger, thirst, and heat. We kept up the march; enthusiasm filled us.

When we had passed over half the road, we made out in the distance three men on horseback. We called to them; they approached, and we recognized them as the soldiers who had accompanied Lieutenant Carasco. They brought us an envelope containing a report. We opened the letter, which informed us that there were no enemies in Oscaris. We then hurried the marching.

The afternoon wore away and 6 o'clock arrived. The journey was too long; the soldiers were already tired and exhausted, and hunger and thirst was killing us. Night came on. We reached a river, crossed it, and kept up the march, becoming a little more light-hearted on account of the fact that we were already near. At 9:30 p. m. we arrived at the town of Oscaris. The night was very dark. The "lieutenant" of of the barrio, who is a true patriot, at once prepared a little something to eat for us all. When the rice was cooked we ate it immediately with salt, as we could not wait for the pork, because the hunger was causing us a feeling of nausea. We passed the night without incident.

January 8.—About 10 o'clock in the morning deputations from the several towns within the jurisdiction of Oscaris commenced to arrive to pay their respects to the Honorable President, bringing with them rice and other food for us. We passed the time divinely in this town until the 18th instant.

January 18.—About 2 o'clock in the afternoon a report was received from Ilagan to the effect that 400 Americans had left that town for the purpose of attacking us. At any rate, we only had with us some 100 small men, the greater part of whom were sick, and so we had to retire this afternoon, moving across the river into a "camarine," or storehouse, previously constructed four days ago. We passed the time in the camarine, without incident.



PLACES MENTIONED IN THIS INSTALLMENT OF THE DIARY

January 19.—A report was received from Echague informing us that 17 Americans were in that town, with a convoy, en route to Bayombong. On being informed of this, the Honorable President immediately sent 40 soldiers to Carig, under command of Captain Villareal, to await the Americans at that point. The latter, perhaps having notice of our forces in Carig, did not choose to leave Echague during the entire day.

TWO AMERICANS ARE KILLED AND ECHAGUE AND CARIG ARE BURNED

January 20.—Captain Villareal and his forces remained in Carig waiting for the Americans.

The forces being well arranged in convenient places, at 4 p. m. the people of the town notified them that two Americans had arrived, accompanied by a Chinaman and had gone to the house of the telegraph operator. Our forces at once went to the telegraph office and really found the two Americans. These on seeing our soldiers, at once said "Cosa tu Insurrecto?" (Jargon for "Who are you, insurgents?") The Americans said, "America mucho bueno" (Jargon for "America is very good."—J. C. H.), and immediately ran. Our soldiers pursued them and fired some shots, and in a few moments the two soldiers were dead. Our soldiers took possession of their guns and ammunition. Just then Captain Villareal received an order from the Honorable President commanding him to return with all his forces. Therefore he at once withdrew, and reached our camp at 11 o'clock that night, carrying with him, besides the Chinese companion of the Americans, five carabaos and some 20 horses captured from the American convoy.

This morning we also captured near our camp two spies of the enemy, which we now hold as prisoners.

January 21.—At 8 o'clock this morning the Chinese companion of the Americans at Carig was executed, after a court-martial. At 4 o'clock in the afternoon we were assured that the 400 Americans proceeding from Ilagan had arrived at Echague, a town within the same jurisdiction as Oscaris, and

distant from it only four hours by road. We all were ready for an attack. The Honorable President and his two doctors B. and V., held a secret conference at 2 o'clock on the afternoon of this day, and for several reasons they agreed that we should leave the valley and take a route toward Abra Province in order to unite ourselves with the forces of General Tinio.

January 22.—We got up at 4 o'clock in the morning and all the soldiers at once had a little to eat; we waited for the enemy. We knew that they were still far away at 4 o'clock on the preceding afternoon. At 11 a. m., this day, the local "presidente" and the telegraph operator of Carig both presented themselves to the Honorable President to join our forces. They left their town on account of fear over the occurrence of the afternoon of the 20th instant.

January 23 to 29.—Without incident.

January 30.—According to our spies and a letter from a patriot the Americans burned Echague and Carig. It is also reported that according to the enemy's plans they will attack this afternoon or to-morrow.

THE AMERICANS SURPRISE AGUINALDO, WHO AGAIN TAKES FLIGHT

At 3 o'clock in the afternoon the Honorable President and his companions went out on horseback to the top of the mountainous ridge. On reaching there it was apparent that from its heights all the towns of Isabela could be observed, but nobody was seen coming to attack us, and even the field glasses disclosed nothing. About half an hour later our attention was attracted to the fact that our soldiers at the quarters were catching all the horses. A few minutes later we saw a mounted man start from our camp and come rapidly toward us. In truth, he arrived and told the Honorable President that, according to Lieutenant Carasco, the latter by the aid of his glasses saw the enemy were already in Oscaris, a town half the distance of a kilometer from our camp. The Honorable President, astonished at the news, then looked toward the town of Oscaris with his glasses, and what a surprise he had on seeing the enemy were then and there deploying as skirmishers to attack our forces. He immediately gave the order for everybody to march away and go to the mountain where he was; hence, as soon as the soldiers were ready, about 5 o'clock in the afternoon, they undertook the march toward that mountain, and as soon as they reached the mountain the Honorable President said that as night had already arrived it was probable the enemy would not come to attack us, and therefore it would be best for everybody to first cook something to eat and afterwards to resume the march. We all acted accordingly.

After supper, which was at 8 o'clock, we commenced the march. After five hours of marching the Honorable President gave orders that everybody could rest. This was at 2 o'clock in the morning. So we all slept in some woods until 7 in the morning.

January 31.—When the forces were inspected it was seen that the orderlies of both B. and V. had made their escape, that of the first having stolen ₱50 and the Honorable President's woolen blanket.

We then resumed the march at 7 a. m. About 9 a. m. we found a beautiful spring, and here the Honorable President ordered that everybody should cook something for breakfast. The Honorable President desired to return to the camp we had left at Oscaris, and as he did not know whether the enemy was still there he ordered a courier about 12:30 in the afternoon to go to Oscaris to see if they were there. The courier immediately left on horseback.

The day wore away, and we found ourselves at the same spring. Night came, and we rested among the cogon patches. At 7:30 p. m. the courier returned and told the Honorable President that the Americans had already left Oscaris, having divided their forces into two columns. One column took the direction toward Reina Mercedes and the other one returned

(Continued on page 184)

Tales From the Jungle

Collection of Stories of the Non-Christian Tribes of Southern Palawan
RETOLD BY DR. ALFRED WORM AND EMERGENCIANA CINCO

When Cupid's Arrow Went Astray

Illustrated by Pablo Amorsolo



"WONDERING WITH ALL HIS SIMPLE HEART WHY FATE HAD ROBBED HIM"

MISANG stepped carefully over a thin, almost invisible string, made of the bark of some tree, stretched across the path of the wild pigs which led to a drinking place.

To touch this string would mean sure death from the arrow of the trap hidden in the dense jungle that lined the trail on both sides.

Misang looked up at the sun which still stood high above the western horizon.

"Plenty of time," he reflected, "I will set one more trap on the creek, and another in my cassava field."

THE cool evening breeze had set in and revived life again after the heat of the day, when Astrea appeared in the door of the little shack of her father. She looked around in vain for the man she was to marry next month; he had not yet returned. She would meet him at the trail.

Slowly she walked towards the jungle, stopping to play with the children and plucking the gorgeous flowers of the wild. She decided to hide along the side of the trail and suddenly surprise the man she loved when he should pass by. Hiding there she listened to the mysterious voices of the jungle, and began to dream of coming happy days as the wife of Misang.

Nearer and nearer the sun sank to the horizon, and in golden gleam the fiery ball disappeared behind the crest of the mountain range in the west.

With awe and fear Astrea watched this phenomenon. "It means some calamity—bad luck, or a great grief," she prophesied.

Primitive people are superstitious. The physical forces of nature are inexplicable to them and extraordinary phenomena are interpreted by them to announce the advent of great events in their lives.

"Misang has not returned yet. It will soon be night. He never is out so late," she mused.

She became anxious. "Could something have happened to him? I will go and see."

The moon was bright and a dim twilight made it easy for her to follow the narrow trail. The dark jungle had no terror for her, she herself a child of the wild. Halting from time to time and calling the name of the man she loved, she listened, but no answer came. Impatiently she spoke to the owls which shouted their weird hoot-hoot through the stillness of the night.

"Be still, your calls will bring me bad luck. I want to be happy with Misang."

Then suddenly she gave a cry of pain, and wailed "Oh, Misang!"

A mocking laugh from the nighthawk answered, then all was still.

THE fires to cook the evening meals had been lighted at the small settlement, when Misang returned. He smiled as he approached the hut of his sweetheart; in his hand he carried a string of wild pigeons he had killed for her.

"Astrea?" the father of the girl asked. "Is she not with you?"

"Is she not here?"

(Continued on page 183)

Teaching Children to Think

By EUSTAQUIO DE GUZMAN
Division Academic Supervisor, La Union

I have chosen a topic which is of vital importance not only to academic teachers but also to industrial teachers, and in every grade. This is, "Teaching Children to Think."

There was a time when teachers were satisfied to see their pupils recite verbatim the lessons in the book from the beginning to the end. Usually pupils who could recite the lessons from memory were considered to be the best and brightest pupils. And the teacher with the most pupils of this type was considered to be most efficient.

The Educational Survey Commission reports that most of the recitations observed by the members were of the cut-and-dried, question-and-answer type, and that most recitations were too bookish and artificial. If this is true, then our schools have not given attention to the proper development of the thinking power of pupils.

But a change for the better is taking place. The recitation is no longer a period spent in the testing of isolated facts learned, but rather a grouping of these facts for the solution of the pupils' everyday problems. The teacher of today is no longer satisfied to hear recitations but rather to stimulate and direct pupils to think, to initiate, to inquire, and to investigate. The progressive teacher no longer demands of her pupils what the book says, but insists on the discussion of living issues, the everyday problems of the pupils. The pupil who is now considered the best is the one who thinks best. Pupils are trained "to organize activities or to think out social and intellectual problems for themselves."

Now the question comes, How may the different subjects be utilized to train our pupils how to think? A brief analysis of some of the elementary subjects is, therefore, in order. It is the teacher's duty to utilize each subject in the curriculum as a tool in the development of the children's thinking power. Let each recitation be an exercise in thinking, initiating, inquiring, and judging.

The different subjects in our curriculum offer a rich field for the cultivation of thinking. In language, for example, in a lesson on nature study, the pupil may be taught to observe and to express accurately and clearly what he has observed. Pupils should be given much freedom to take part in school activities, thus furnishing them the fullest possible opportunity to use their initiative in planning and deciding how things should be done.

In reading, questions of this type will not fail to provoke thought: What other title would you suggest for this story? Why? If you were that character what would you have done? If the hero of our story had not done as he did, how would the story have ended?

Arithmetic should cultivate the keenest kind of thinking. Questions of this type encourage thinking: If you know the buying price and selling price, how will you find the gain? If you know what a person paid for 20 pigs, how will you find what five pigs cost him? How do you find the number of hectares in a field, when you know its length and width in meters?

In geography, the use of the problem method or the cause and effect idea will certainly set the pupils to thinking. A problem like this, What possibilities has China of becoming a great commercial nation? will lead the pupils to think of the different possibilities, in solving the problem (see page 224 of the intermediate course of study). With proper guidance and preparation the solution of such a problem will encourage a free and spontaneous discussion. Pupils try to evaluate the different facts gathered, express their opinions, and make their conclusions.

In history, pupils should be trained to evaluate and interpret events in the light of economic and social progress, and how these events have contributed to the evolution of a nation. The problem method is important in this subject as well as in other subjects. A problem, Did the benefit that the country derived from the tobacco monopoly justify its existence? will surely encourage the children to investigate and to do research work, hence thinking.

And so we might take all other subjects in the curriculum to show the possibility of using them in the teaching of children how to think and reason for themselves. But time does not permit this. Let each recitation be a period for the development of thinking. The "why's" and the "how's" cannot fail to bring the desired results.

MEMORY AND THOUGHT QUESTIONS

In passing, examples of memory or fact questions and examples of thought questions are here given for study:

Memory or Fact Questions.

1. What is the capital of the Philippine Islands?
2. Name five important products.
3. Name two lakes, two mountains, and one city.

Thought Questions.

1. Name four natural conditions favorable to the location of cities.
2. Why is Japan a progressive country?
3. Which products of the Philippines help the people most? Why?

The following methods for developing thinking may be mentioned: (1) inductive teaching, (2) deductive teaching, (3) the problem method, (4) the socialized recitation, and (5) the project method.

THE INDUCTIVE METHOD

"Inductive teaching is helping the child by means of examples, to make his own definitions, rules, principles, or conclusions." (Grant). To do this the teacher must study the child's mind, see the problem as the child sees it, place herself on the pupil's level and attack the problem with him.

"Never say, 'Work this by the rule,' unless it is the pupil's rule.

"The child can understand nothing that is foreign to his experience.

"One gets a better notion of a city by learning all about Manila, than by learning a little about one hundred cities."

THE DEDUCTIVE METHOD

"Inductive thinking takes one from particular cases to general; deductive thinking takes one from the general to the particular cases." Inductive thinking and deductive thinking are found together in all lessons. When a pupil tells why this or that is true, one does deductive thinking. The following quotations will help us to understand and to evaluate the two:

"1. Deductive teaching is going from the general to the particular—Working the problem by the rule."

"2. Induction is a method of educating; deduction is a method of instruction.

"3. Induction makes one independent; deduction makes one dependent.

"4. The inductive method is a method of finding out; the deductive method is one of explanation."

THE SOCIALIZED RECITATION

The so-called "socialized recitation" is not a new idea. Teachers had been using it in some form or other from time immemorial. When pupils work together to solve some vital problem, a socialized recitation is present. This kind of recitation is characterized by the freedom and spontaneity of the pupils in expressing their opinions, in seeking further light on the subject, and in working individually and collectively in the solution of a certain problem. In this type of recitation, the teacher only guides, and does not dictate; the pupils do most of the talking. The teacher's work is just to get the pupils to think and to express their thoughts. The following quotations will be of great help:

"1. The question-and-answer recitation crushes individual activity and development; the socialized recitation encourages them.

"2. The socialized recitation will not permit of mere reciting what someone else has said. The pupils are interested. The stimulus comes from within.

"3. In a socialized recitation pupils learn to act rather than listen. They become leaders as well as followers. Their interest is active rather than passive. They learn to cooperate and to work with and for each other."

(Continued on page 181)

Philippine Sea Birds

By RICHARD C. MCGREGOR
Ornithologist, Bureau of Science.

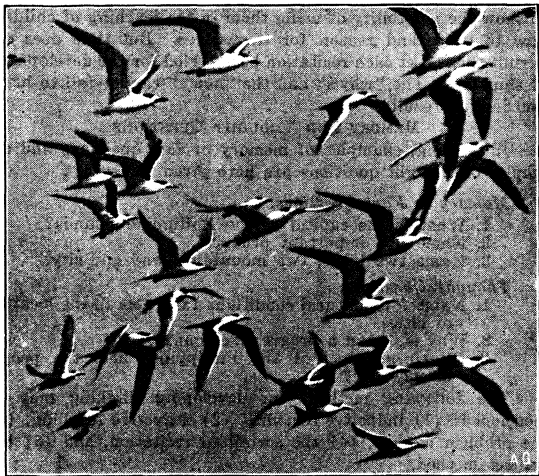


Photo by Bureau of Science
NORTHERN BERGIUS TERNS

THE birds described in this article of our series belong to three orders. For convenience I call them sea birds, but the orders are not closely related to each other and have the following easily recognized characters:

In the grebes the nostrils are pervious, the tail is a mere tuft of soft feathers, and the toes are lobed. In the petrels and the shearwaters the nostrils are tubelike, the tail is well developed, the front toes are webbed, and the hind toe, if present, is a small sharp spine. In the gulls and the terns the nostrils are pervious, the tail is long, the front toes are webbed, and the hind toe is well developed.

Among sea birds are usually included the auks, the murres, and the puffins, which are abundant in the north, and the penguins of the southern seas. None of these is represented in the Philippines.

THE GREBES

The grebes are represented in most parts of the world. The plumage is thick and compact; that of the upper parts is dark brown and somewhat hairlike, that of the lower parts is white and has a peculiar satiny texture. The wings are short and curved. The tail is represented by a tuft of short soft feathers. The bill is rather slender and pointed. The nostrils are pervious. The naked part of the leg, the toes, and the nails are much flattened, and the toes are lobed; but the lobe on each side of a toe is continuous, and not divided as it is in the coots. The nail of the middle toe is much the largest, and the distal edge of this is serrated like a fine comb. Such a nail is said to be pectinate. A similar structure is found on the inner side of the nail of some herons, nightjars, and other birds. Its function is unknown.

Grebes frequent lakes, ponds, and placid rivers, and occasionally salt water. Their food consists mainly of fish, but they eat other small animals and some vegetable matter. Feathers, probably from the bird's own plumage, are found in the stomach of many specimens. The function of these feathers, if there is any, is unknown. It has been suggested that the feathers may take the place of pebbles. The flesh is worthless for food. Grebes walk awkwardly and fly well, although they produce considerable commotion in rising from the water. They are expert divers and, when alarmed, float with only the head exposed.

The nest is a large flat mass of vegetation, in low trees, among reeds, or even floating on the water. The four to eight eggs are white when fresh and covered with a chalky substance. The old bird, when leaving the nest, covers the eggs with reeds

and other vegetation which soon discolor the shells. The young are covered with down and swim shortly after leaving the shell.

THE PHILIPPINE GREBE

The Philippine grebe is about 28 centimeters long. During the breeding season, probably from March to July, the upper parts and the chin are seal brown; the ear coverts, the throat, and the sides of the neck are hazel; the breast and the abdomen are white.

THE TUBE-NOSED SWIMMERS

The albatrosses, the shearwaters, and the petrels constitute the well-marked order Procellariiformes. Birds of this order can be recognized by a characteristic musklike odor that remains with preserved specimens for many years, perhaps as long as they are not destroyed. In all birds of this order the bill is strongly curved downward at the tip and consists of several pieces separated by deep grooves, the nostrils are in two longitudinal tubes opening forward or upward, the front toes are webbed, and the hind toe is very small or lacking. The plumage is black, blackish brown, white, or gray.

Except during the nesting season, when they congregate in large numbers on small islands, these birds fly over the sea, usually far from land. Occasionally individuals of the smaller species alight on a ship or are driven ashore during a storm. The food is largely or entirely animal, and the flesh is not usually eaten by man.

One egg is deposited on the ground, in a hollow under stones, or in a burrow. The shell is white, faintly speckled with brown in some species. The young are covered with down and are fed in the nest by the old birds.



Photo by Bureau of Science
PHILIPPINE GREBE

THE ALBATROSSES

Albatross as the name of a bird is familiar to English-speaking people through the legendary tale told in the *Ancient Mariner*, but the bird is known to few who have not crossed one of the oceans. Few flying birds exceed the larger albatrosses in bulk and probably none in expanse of wings. No albatross has been recorded from the Philippines, but eight species are known about Australia and two or three in Asiatic waters.

THE SHEARWATERS

In the albatrosses the nostrils are disconnected, and one is situated on each side of the bill near the base. In the shearwaters and the petrels the nostrils form a double-barreled tube which is attached to the upper surface of the bill at the base. The name petrel is usually applied to any small species of tube-nosed swimmer, and shearwater is used for species intermediate in size between albatrosses and petrels.

PHILIPPINE SHEARWATERS

Two species of shearwaters have been recorded from the Philippines. The white-fronted shearwater, *Puffinus leucomelas*, is dark brown above and white below. The length is about 48 centimeters. Two specimens of this species have been collected near Luzon. The wedge-tailed shearwater, *Puffinus pacificus*, is dark sooty brown above, the wings and the tail are nearly black; the lower parts are smoke brown, lightest on the chin and throat. The length is about 42 centimeters. One specimen has been taken near Luzon.

PHILIPPINE PETRELS

Only one specimen of a petrel has been collected in the Philippines. It was driven aboard a ship at Mariveles, Luzon, during a typhoon; the specimen is about 16 centimeters in length; it is in poor condition, and the species cannot be determined. No doubt other species of petrels occur in Philippine waters, but these birds can seldom be collected without the use of a sea-going boat.

THE GULLS AND THE TERNS

Gulls and terns comprise two subfamilies and all but a few species of the order Lariformes, or gull-like birds. Approximately forty species are assigned to each subfamily. Members of this order can be found in nearly every part of the world. Some live along the sea shore; other species prefer

lakes, rivers, or marshes. The prevailing colors are pearl gray to black on the upper parts and white on the lower. Adults in winter and young birds differ considerably from adults in breeding plumage. A few species are largely dark brown or black.

The differences between gulls and terns are well marked, but largely relative. The gulls are mostly larger, slower and steadier in flight, with stouter and blunter bills, heavier bodies, broader wings, and (usually) square tails. The terns are usually smaller, more dashing and erratic in flight, with slenderer and pointed bills, slimmer bodies, longer narrower wings, and (usually) forked tails.

Gulls and terns are truly gregarious; that is, the individuals of any species live in flocks. The terns, especially, fly, feed, and nest in companies. If one tern is killed or wounded, other members of the flock alight or hover near as if offering help.

Gulls subsist chiefly on dead fishes and garbage; those that live inland eat any sort of animal food, and at times are no doubt helpful in reducing the numbers of insects, such as grasshoppers; they also eat many young birds of other species.

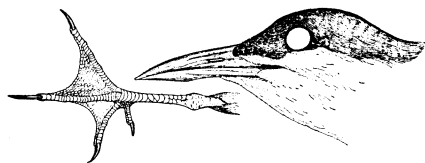
Gulls readily take up a diet of such food as is thrown overboard from a ship. A band of gulls follows each steamer north and south along the Pacific Coast, and some of them follow ocean-going vessels for a day or two. Albatrosses usually pick up a ship soon after the gulls leave for shore.

Terns subsist chiefly on living animals, especially fishes, which they capture by darting upon them. Certain species eat quantities of insects and small aquatic animals.

Most gulls and terns resort to small islands for nesting and lay their eggs on the sand or gravel. A few species build nests among grass or in trees. The number of eggs in a nest is one to four, usually three or four, depending upon the species. The eggshell is pale gray, brown, olive, or buff, irregularly spotted and blotched with brown, lavender, and gray. The young are covered with down and remain in the nest for some time.

Gulls and terns are worthless for food, and their value to man is largely aesthetic. Their flight is graceful, and they add to the pleasure of one who enjoys such simple pastime as watching the ocean waves or a marine sunset.

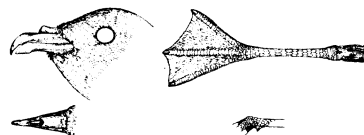
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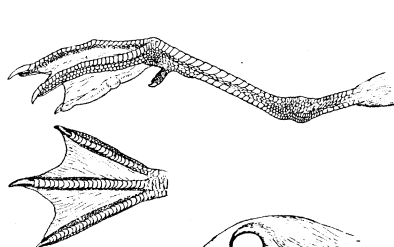
Whiskered Tern, *Hydrochelidon hybrida*



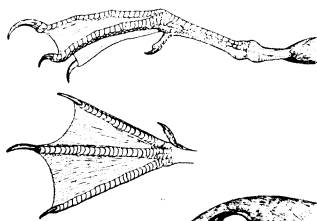
White-shafted Tern, *Sterna sinensis*



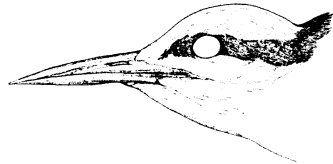
Petrel, *Oceanodroma*



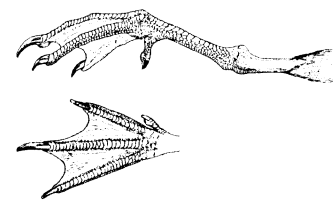
Laughing Gull, *Larus ridibundus*



Noddy Tern, *Anous stolidus*



Black-naped Tern, *Sterna melanauca*



Northern Berytus Tern, *Sterna bergii*

DETAILS OF PHILIPPINE PETREL, GULL, AND TERNS

All figures two-thirds of actual size

A Suggested Solution to the Vocational Education Problem

By J. D. MENCARINI

Manager for the Philippines, International Correspondence Schools

WE hear much these days about the need of more vocational education in our public schools. The limiting factor in the extension of vocational education in the Philippines has been the cost. I shall give here an outline of what I believe is a practical solution that has been worked out with success in Benton Harbor City.

Through the progressive attitude and generous support of the board of education of that city, the idea was carried through the experimental stages, and it now stands as a definite, workable plan for providing in any school, no matter how small, a comprehensive program of vocational education.

THE PROBLEM

A very small proportion of our children enter high school; a smaller proportion finish high school; and a still smaller proportion go to college. The large number who do not go to college go out into the work-a-day world with an educational equipment which was designed largely for preparation for college, and which contributes but slightly to vocational preparation. It is clear that we must provide the larger group with an educational background which will fit them for their future environment as effectively as the recognized curriculum of the public schools now fits those who go to colleges and universities. This means that we must provide training for a variety of vocations.

As the largest number of our students attend schools which are in provincial towns, much more effort must be directed to providing such training there. The number of vocations for which the Government has been able to provide teachers is very small. Therefore, a method has to be found which need not increase the teaching staff, but which will, if necessary, provide a separate course for each student. There are available, through correspondence schools already established in America and through some of the American universities, correspondence courses which may be pursued profitably by one or a dozen students in any community.

If a cooperative plan could be devised by which the experience of these correspondence schools could be utilized by the public schools, and by which the pupils could have the benefit of their wide range of subjects, while at the same time they could have the instruction along general and cultural lines which a public school can provide, an ideal condition would be created.

A POSSIBLE SOLUTION

1. Designate a director to take charge of the work. Leadership counts. It is not necessary that he know anything about the courses to be offered. It is important, however, that he believe in instruction by correspondence; that he have patience; that he have an abiding faith in the possibilities of every individual child; that he be an optimist; and that he be a constant source of inspiration and encouragement to his students.

2. Establish connections with one or more of the correspondence schools.

Under this plan with these correspondence schools, no contracts of any kind are entered into. Courses are divided into short units (requiring about two or three weeks to complete). Courses such as mathematics, science, etc., which are regularly offered in schools, should not be taken by correspondence.

It is not sufficient for the student to have selected the type of vocational training he desires. It is highly important that a well balanced curriculum be worked out to suit his own individual needs. English, science, history, and other "general" subjects should be included in the work laid out for him. In fact, a carefully arranged course plan must be devised to cover his remaining time in school.

During the experimental period at Benton Harbor, no students have been urged to enrol in courses of this nature. However, since the plan has demonstrated its own value, definite recommendations are made to students based upon such information as the director (vocational counselor) is able to obtain, some of which is furnished by a questionnaire such as the one described in the next paragraph.

In this questionnaire the student has to give the following information: Name, address, place of birth, does he intend to finish school, does he intend to attend any other school or college, how long does he expect to remain in school, why will he stop then, has he a good reason for not finishing, what classes is he now taking, which does he like best, when he registered last time did he get the subjects he wanted, what subjects he should like to study that are not offered by the school, if those subjects were offered would he finish his high school, what does he plan to do for a living after he leaves school, why does he plan to do this, father's name and occupation.

The parents frequently are called into consultation or at least their consent is secured.

After the student is enrolled, he is required to put at least one and one-half hour each day on that part of his course which he is carrying on through correspondence. This work is done under the direct supervision of the director. As each assignment is completed, it is turned over to him and he mails it to the correspondence school for criticism and correction, from whence it comes back to the director. It will be found that this scrutiny of the work is quite thorough. Notations and criticisms are constructive in character. Returned work is shown to the student but afterwards kept in the director's files. The school retains the direction of his work. The student keeps his connection with the school group and enjoys all the advantages of that association.

It is the desire of those in charge of these part-time schools that each pupil be given the specific instruction that will be of value to him in his immediate or prospective job. The problem of providing a curriculum which will adequately meet the needs of each individual is almost impossible under the conditions usually prevailing in our public schools. Therefore, the Correspondence Study Plan will be of value to the part-time pupils as it will provide them with what they need at the time they need it, and at a pace which adapts itself to their individual abilities.

COST

The cost may be handled in one of several ways, and the one best adaptable to conditions in the Philippines should be used.

At Benton Harbor, the student pays for texts and supplies; the board of education bears the instruction cost. With each unit that is delivered, a bill is sent to the director, who has collected for it in advance. The bill for instruction cost is rendered to the board of education at the end of each month after the papers have been corrected by the correspondence school. It would be quite legitimate for the board to bear the whole cost or, if no other provision can be made, the student may pay for it himself.

In Benton Harbor the per capita cost of this work is lower than in any other department.

ITS ADVANTAGES

I believe that the plan I have discussed will appeal to school administrators in the Philippines. It should be of particular interest to those in smaller communities where the limitations of a small budget make it impossible to do more in the public school than what is now done. The advantages of the plan are summarized as follows:

1. Any school can introduce the system regardless of size.
2. It broadens the scope of the school curriculum.
3. The range of vocational training that the school can provide is almost unlimited.
4. The pupils get exactly the subjects in which they are interested at just the time they are needed.
5. The student may progress as rapidly as his time, energy, and ability will permit.
6. The cost to the school system is lower than the ordinary school subjects.

(Continued on page 178)

Filipino Folksongs

By PERCY HILL

THE folklore of the races is a most interesting study for scholar or dreamer. In folklore is to be found the story of the primitive urges of man in the upward struggle, and the reaching out for power. That power has fashioned this mighty modern life—has devised this complex educational system. And now, new lines of thought are insistent. New books are many. We are so busy winding the phonograph for the lilt of the latest record that we have no time for the songs that leapt straight from the untutored heart of primitive man and voiced all his love of woman, his triumphs of warfare, his first dim dream of God.

Modern inventions have crowded fast, and today the world is infinitely smaller in time and space than it was twenty years ago; but here in the Philippines, in these warm southern seas, even the imperious touch of modern life grows gentler, less swift in its urge. Old ways still linger. Folk-songs are sung at marriages, feasts, and local celebrations, during the time of the planting, and the time of the beating out of the rice, and sometimes at the dances given by the young people. Spain, in her four centuries of domination, left the touch of her stately restraint on these dances that caught their first swift movement from the quick throb of life and joy in the heart of the Malay youth. These graceful dances of the people, in which the arms, body and feet keep time, are made all the more fascinating when accompanied by the singing of these old songs. Dance and song alike, have had their inspiration in that age-old theme—the love of man for woman. The man and the woman alternate in the singing of the quatrains, which have many humorous allusions. Sung with a happy lilt, they are reminiscent of the old Irish come-all-ye's. The guitar, bandurria, bandolon and bass-stringed instruments lend their harmony to a music that steals into the pulse of all with irresistible surge, waking dim memories that have come down to us through all the ages. Truly did the old Persian write: "The last day of Judgment shall read what the dawn of creation wrote."

Then there are the Tagalog "cundiman," the Ilocano "danlot," the Visayan "balitao" and the Pampangan "basulto" types of pure Malay songs that possess humor and comedy, the participants often improvising as they go along. The following freely translated "cundiman" will give a fair idea of these folksongs as heard in the land of Komintang, now known as the Province of Batangas. The first stanza is sung by the boy.

Sinisinta kita, di ca cumibu. Ang isip mo yata, may cahalong biro.
Sacsi co ang tieling sampu ang labuyo. Cundi kita sinta, putoc ang puso.

I love you my sweetheart, although you do not give me hope.
You must not really think that this is all a joke,
The mud-hens in the swamp, the wild chicken apart
Are witness that my love will break my heart.

The girl, circling slowly in graceful pose, may then answer.

Sinisinta kita, di gusto at ibig. Mahirap co lamang, pucnatin sa dibdib,
Cun icao malayo, gusto coy malapit. Cun icao malapit na acoy nagagalit.

I love you my sweetheart. I surely reciprocate,
Although its hard for me to let you know it.
Now when you wander far, I crave your company,
But when you once return again, it always angers me.

Sinisinta kita, ng sintang anopa. Sinisinta ngayon, bucas hinda na.
Halika na Noning, cabiak nangyaring dibdib. Bulaclac ng sinta dahun ng pag-ibig.

I love you, my sweetheart, I would not add one jot,
I love you very much today. Tomorrow I may not.
Then come with me, Noning, my heart is all on fire,
With the blossom of true love, the leaf of true desire.

In the following cundiman we have the familiar Oriental simile of the "stars growing cold" as an expression of undying love.

Sinisinta kita ng sintang patnubay. Patnubay ng sinta hangang nabubuhay
Madurog ang bato, magbangon ng patay. Wala acong sinta, cundi icao lamang.

I love you my sweetheart. My love shall always last.
I cannot e'er forget you, until this life shall pass.
The rocks may turn to dust, the dead shall rise once more,
But I'll have no other sweetheart except you and no more.

The following cundiman alludes to the fast disappearing custom in which the swain serves for a period in the house of the fiancée until the elders approve of him as a son-in-law, an age-old Malay custom, just as Jacob served his seven years each for Leah and Rachel in biblical times.

Sinisinta kita, ng sintang kerinking. Kerinking na sinta hangang ng bagbaguen
Ang gusto si Nanay, acoy manuganguen. Nagalit si Tatay, maraming palamunen.

I love you my sweetheart. My pain you surely know.
I'm bound to serve for you. Though they chastise me so.
Your mother's on my side, She wants a son-in-law,
Your father thinks I eat too much. He'd like to break my jaw.

There are scores of these cundimans, danlots, basultos and balitaos that deal with themes such as the above and illustrate the customs of the long ago, all celebrating that eternal triumvirate of the heart—women, warfare, and wealth. To hear these songs sung to the deep thrum of guitars in the cool, clear star-blaze of some outlying barrio, when the sun has become a scarlet memory behind western peaks, is to take with you a recollection of things Philippine that is unforgettable.

Love

By LUIS DATO

In life there is no pleasure
To love and youth unknown,
For love is life's one treasure,
And love and life are one.

In youth there is one sorrow
To love and life well known,
For beauty fades to-morrow
When youth from love has flown.

But love is like the shower
That waters gardens dry,
And brings to earth a flower
That blooms, but cannot die.

Da Vinci—Artist and Scientist

L EONARDO DA VINCI, (veen'che) (1452-1519), was an Italian artist of the High Renaissance, whose *Last Supper*, painted on the wall of the refectory of the monastery of Santa Maria delle Grazie, at Milan, is one of the world's greatest paintings. Leonardo was a man of almost universal genius. In the fine arts he distinguished himself not only as a painter but as a sculptor, architect, musician and art critic; he was also a mechanic, a civil and military engineer, an anatomist, a botanist, an astronomer and a geologist—in fact, a student of all the physical and mathematical sciences. He attempted so much that he was not able to carry many undertakings to completion, but his few creations bear the stamp of genius.

Leonardo was born at Vinci, not far from Florence, and very early in life gave evidence of the diversity of talents which distinguished him in later years. He soon surpassed his instructor, Verrocchio, the celebrated Florentine painter. When thirty years of age he entered the service of Ludovico il Moro, the Duke of Milan, who ordered the painting of the *Last Supper*. Though faded and injured by smoke, dampness and clumsy efforts to retouch it, the *Last Supper* is still a marvel of spiritual beauty. It shows the moment after Christ has announced that one of His disciples will betray him, and depicts the consternation of the Twelve with wonderful realism. The grouping of the picture is also worthy of admiration—Christ in the center and the disciples in groups of three on either side.

In Milan, Leonardo made his influence lasting by the founding of an Art academy. After the occupation of that city by the French, he went to Florence, where he painted the most celebrated of his easel pictures, the wonderful portrait of Mona Lisa del Giocondo, a Florentine lady of prominence. The "inscrutable" smile of this lady has been the subject of endless discussion, and it is said that Leonardo caused her to assume her mysterious expression by having music played during the sittings. In 1911 this priceless painting, commonly known as *Mona Lisa*, which is one of the glories of the Louvre, in Paris, was cut from its frame. Two years later it was recovered from the thief, an Italian, who stole it out of patriotic motives.

In 1502 the artist was appointed chief engineer and architect of the Pope's army, which gave him the opportunity to visit many of the fortified posts in the Papal dominion. The closing years of his life were spent in the service of France. King Francis I interested himself in this versatile genius and assigned for his use the Chateau Cloux, near Amboise, where he died. Under the shadow of the great Cathedral of Milan a marble monument has been erected to his memory. Among his later works are the famous *Virgin of the Rocks*, in the National Gallery, London, and a figure of *Saint John the Baptist*, in the Louvre, Paris. He was also the author of a celebrated treatise on painting.

The World Book.

The Tragedies of Genius

Famous Literary Folk Whose Careers Have Been Marked With Great Misfortune Or Untimely Ends

By GEORGE T. HARGREAVES

The extraordinary superiority and power of the man of genius along such lines as literature, art, and music, is often accompanied with inability to meet practical problems of life—lack of adaptability to the often irritating demands of social routine. The unfortunate result has been that many a genius has paid for the light and joy he brought to the world with great personal suffering and unhappiness. A number of such tragedies have been brought together for a series of articles in this magazine.

III Oliver Goldsmith, Poet, Dramatist and Novelist

OF all the improvident followers of literature—and the list is long—Oliver Goldsmith stands at the top. After having tried his hand at being a teacher, a clergyman, a doctor, a lawyer, an actor and failing, he turned his hand to writing. At first merely a hack, he later began to produce masterpieces and with any kind of providence might have amassed what would have been regarded as a fortune in his day. But he was always in debt, always dodging a debtor's cell, always calling on his friends for help.

He was born in Ireland in 1728, of English parents. His father was a poor clergyman but friends raised funds to send him to Dublin University. He was a dull student and it took him five years to get a degree and it was only granted then by sufferance. Then he studied two years for the Church and presented himself for ordination but was rejected. He tried to teach but failed at that. Then a relative sent him to London to study law. He made his way to Dublin, where he lost his all at cards. He was next financed to the study of medicine at Edinburgh but ran through the money in riotous living and fled to the continent. From Paris he started out afoot with a fiddle or a flute on what he dubbed "a grand tour" of Europe. In Venice he claimed to have received his degree as doctor of medicine.

Ragged and penniless, he made his way back to London in 1756. Here he finally managed to eke out a precarious living by hack writing. He contributed to periodicals and compiled

popular histories. He had so much skill in knowing what to emphasize, retain, or discard, and wrote with such an attractive style that his work of this kind met with a reader sale than the masterpieces he later produced. Of his "History of Animated Nature," Samuel Johnson with whom he had established friendship wrote: "Goldsmith, sir, will give us a very fine book on the subject but if he can tell a horse from a cow, that I believe may be the extent of his knowledge of natural history."

His home was a garret for many years but his work in time began to draw attention and he made the acquaintance of men of the highest rank in literary circles. In 1761 his landlady to whom he was in arrears locked him in his room and gave him the choice of three courses: Pay his bill, go to jail, or marry her. Calling in Dr. Samuel Johnson in his predicament, Goldsmith handed him a bundle of manuscript which was disposed of to a bookseller for sixty pounds. It remained unpublished for six years. When the country read it, Goldsmith's reputation was secure for all time. The despised manuscript was "The Vicar of Wakefield," one of the most delightful romances in the language.

Goldsmith's last ten years were famous ones. "The Traveler," a poetic reminiscence of his European tour, his comedy "The Good-natured Man," his great poem "The Deserted Village," and his rollicking comedy "She Stoops to Conquer," which is still occasionally revived, brought him in an ever increasing income but it was always spent before being earned and he died at the age of forty-five, owing some thirty thousand dollars. The end came suddenly from a fever while he was engaged in writing an epitaph for Sir Joshua Reynolds.

The World's Ten Greatest Educators

CHARLES W. ELIOT, one of the most renowned of American educator and for forty years president of Harvard University, has made the selection of these ten men as the world's ten greatest educators.

Dr. Eliot suggests that a careful reading of the lives and works of these men would give any man or woman a liberal education.



III. DA VINCI

This great artist of the Italian Renaissance broke definitely with the art of the past, and based his work on the study of nature. He gave the world a new conception of the play of light and shade, of perspective, and of the laws of anatomy and muscular movement. His great masterpiece, *The Last Supper*, embodies all of these points, and one other—the inner spiritual quality. In his work, art and science meet.

Talks on Parasites and Some Diseases Caused by Them

VI. Trematodes or Flukes of the Philippines.

By PROF. FRANK G. HAUGHWOUT

Bureau of Science.

AMONG the most interesting of the worm parasites found infesting man in the Philippines are the Trematodes, frequently spoken of as Flukes or as Sucking Worms. Three kinds, *Echinostoma*, *Schistosoma* and *Paragonimus* are known to be native to the country, and another, *Clonorchis* frequently is found in Japanese and Chinese residents. Local conditions as regards transmission and development appear to be favorable to the first three, but not favorable to *Clonorchis*. That is to say, they may be found in Filipinos and others who never have been out of the Philippines; but the writer knows of no case of a native of the Philippine Islands who has contracted an infestation with the last named fluke. The parasite is, however, frequently imported to this country from Japan and China, but it seems likely that a suitable intermediate host for it does not live in the Islands, therefore, the infestation does not spread beyond those persons who bring it in.

Another very interesting fact is that the intestinal fluke *Echinostoma* appears to be indigenous to the Ilocano provinces for it has been found only in persons coming from that region. This probably also is attributable to the fact that its intermediary host is restricted to that locality. These two instances illustrate how closely associated to each other parasites and their hosts become.

FOUND IN ALL PARTS OF THE BODY

Paragonimus is found in the lungs of persons of all nationalities in various portions of the archipelago as well as in other places. The exact distribution of *Schistosoma* in the Philippines is not as yet known. It produces very serious effects in the liver, intestine and other portions of the body. Fortunately, only a relatively few cases have been found in the Philippines, but in China and Japan it constitutes a very serious health problem. The situation in the Philippines with regard to fluke infestations seems at present to be less serious than in some surrounding countries, but added knowledge may show them to be more prevalent than is now believed.

RANGE IN SIZE FROM VERY SMALL TO ONE METER

In size, the flukes range from forms that are very minute (one-tenth of a millimeter) up to one, parasitic in one of the larger fish, that may attain a length of one meter. There are all gradations of sizes, but the general run of flukes range in size from five to fifteen millimeters. They may occur as ectoparasites in certain instances, but those of Man are all endoparasites. In their fully developed or adult stages they are found only in vertebrate animals. In some instances there is no intermediate host; in other instances, there is one, and in others, two intermediate hosts, so that the life cycle may be much more complicated than that of any parasite we have yet discussed in this series.

ARE USUALLY LEAF-SHAPED

In shape we find some variation in the different species, but all conform more or less to one plan. They may be shaped like a leaf—for instance, the leaf of a rose plant, or they may resemble the tongue of a man or a dog. Some of them are conical or even barrel-shaped. The animals have a mouth opening serving also for the anus. There also is a genital pore that is concerned in the reproductive processes. According to the species there may be one to several muscular suckers, one of which surrounds the mouth. The body wall is muscular, the muscles providing for changes of form and position of the body and for creeping movements.

ARE OF INTERESTING STRUCTURE

The digestive tract starts as a single tube at the mouth and runs back as an oesophagus and muscular pharynx. It then divides into two tubes which run the length of the animal. Salivary glands also are accessory to the digestive system. The food consists of mucus, tissue cells and blood derived from its host. Forms inhabiting the intestinal tract may subsist also

on the partially digested food of the host. The excretory or kidney system is fairly well organized and consists, broadly, in a collecting system distributed through the body and terminating in an excretory bladder.

The nervous system centres in the anterior end of the animal and a series of peripheral nerves and ganglion cells extends back through the body. Some of the ectoparasitic species have eyes of a very primitive type, and pigmented "Eyespots" are encountered in the free-living larval stages.

Nearly all the Trematodes are hermaphroditic, that is to say, the reproductive organs of both sexes are combined in one individual. There are a few exceptions to this rule, however, one of them being afforded by *Schistosoma* in which the two sexes are markedly differentiated. The male is the larger of the two having a very broad body. The body of the female is slender and cylindrical. At the time of fertilization, the body of the male rolls inward on each side, the body of the female being enclosed within as though she were wrapped in a cloak. That is to say, the female becomes enclosed in a sort of canal formed by the inrolled sides of the body of the male, this canal being known as the *canalis gynaecephorus*.

In the hermaphroditic forms the male apparatus consists of two testes with accessory tubes and sacs, a gland analogous to the prostate gland and the cirrus or organ of copulation. The female organs include the ovary, vitelline glands, and ducts, sperm receptacle, shell glands, yolk cells, vagina and uterus, which latter organ discharges beside the male orifice. As in the case of the tapeworms, as related in the last article, there may be cross copulation, auto copulation or auto fecundation.

THEIR HOSTS

The trematode worms fall into two principal groups, the Monogenea, ectoparasitic forms having no intermediate host, and Digenea, endoparasitic forms having one or two intermediate hosts. We are, at this time, concerned only with the latter group. In the adult stage they are found only in vertebrate hosts. The only regions of the body of these hosts that seem to be immune to invasion by them are the male reproductive organs, the bones and the nervous system. They frequently are found in various parts of the intestinal tract and accessory organs. Other species live in the liver, bile ducts or gall bladder. Still others inhabit the lungs or other parts of the respiratory system, the kidneys and urinary bladder, in short, in nearly every portion of the body. They even have been found in laid eggs of higher animals.

These parasites are active within the organs they inhabit. At times they remain fixed to the tissue by their suckers; at other times, they move about and may even bore deeply into the tissue. Very little that is reliable is known about their span of life. Most of them appear to live about a year, but others are believed to live for several years.

The development of the young forms of these parasites and their transmission to new hosts is rather a complicated process for it involves several changes in the form of the parasite, a stage in which it lives free in water and stages passed in one or two intermediate hosts. It will be helpful to the reader if he will consult the illustrations, bearing in mind that the animals as shown in them are greatly magnified. By way of illustrating these things, we may take a typical case.

The eggs are discharged from the primary host (some vertebrate) and reach the water. They may hatch in the water or this may occur in the intestine of an intermediate host—a snail or some other molluscan that has eaten the bowel discharges of the primary host. This egg produces, either in the water or the intestine of the before-mentioned host, a larval form that is known as the Miracidium. The body of this miracidium is covered with fine, movable, hair-like processes known as Cilia which enable the organism to swim about. The general structure is very simple but the miracidium has a primitive digestive tract. Having penetrated into the substance of this

intermediate host, snail, mussel or other mollusc, all these organs degenerate and disappear and the animal becomes little more than a tube of living tissue, which, however, retains its power for further development. This is known as the Sporocyst stage.

Having arrived at this stage in its development, the parasite according to the species, may complete its development along either of two lines. It may develop directly into a Cercaria which may be taken in by another vertebrate or primary host and there grow into an adult fluke or the sporocyst, or there may be another intermediate generation known as the Redia stage in which a digestive tract develops, the stage ultimately becoming a tailed cercaria, as shown in the picture, which swims about in the water like a tadpole until it finds a new vertebrate host.

It is the cercaria stage that infects Man and other vertebrates. It may invade another water animal such as a fish, a worm, a frog or some mollusc, in which case it loses its tail and covers itself with a protective envelope (Encysts) until such time as it is taken in by its primary host. On the other hand, in some cases, it may attach itself to a water plant, cover itself with a similar protective envelope or cyst and remain quiescent until some animal, an ox or sheep for instance, takes it up in the course of feeding on the plant. In this way the cercaria reaches its final host in which it becomes the adult worm. To recapitulate—we have

1. The terminal or primary host—a vertebrate, in which the adult fluke lives and produces eggs.

2. An intermediate host into which the miracidium penetrates and becomes a sporocyst.

3. A second intermediate host in which the cercaria, developing from the sporocyst, encysts. This stage may be omitted in some species encystation taking place on plants. The Redia may develop in the first intermediate host.

It gives one food for interesting speculation as to how one of these diminutive miracidia, swimming about in water that harbors snails and other mollusca of different species finds the particular species of mollusc that is its intermediary host, disregarding the others, and penetrates into it. Again we have an interesting illustration of the intimacy of the relations between parasites and their hosts.

PREVENTION

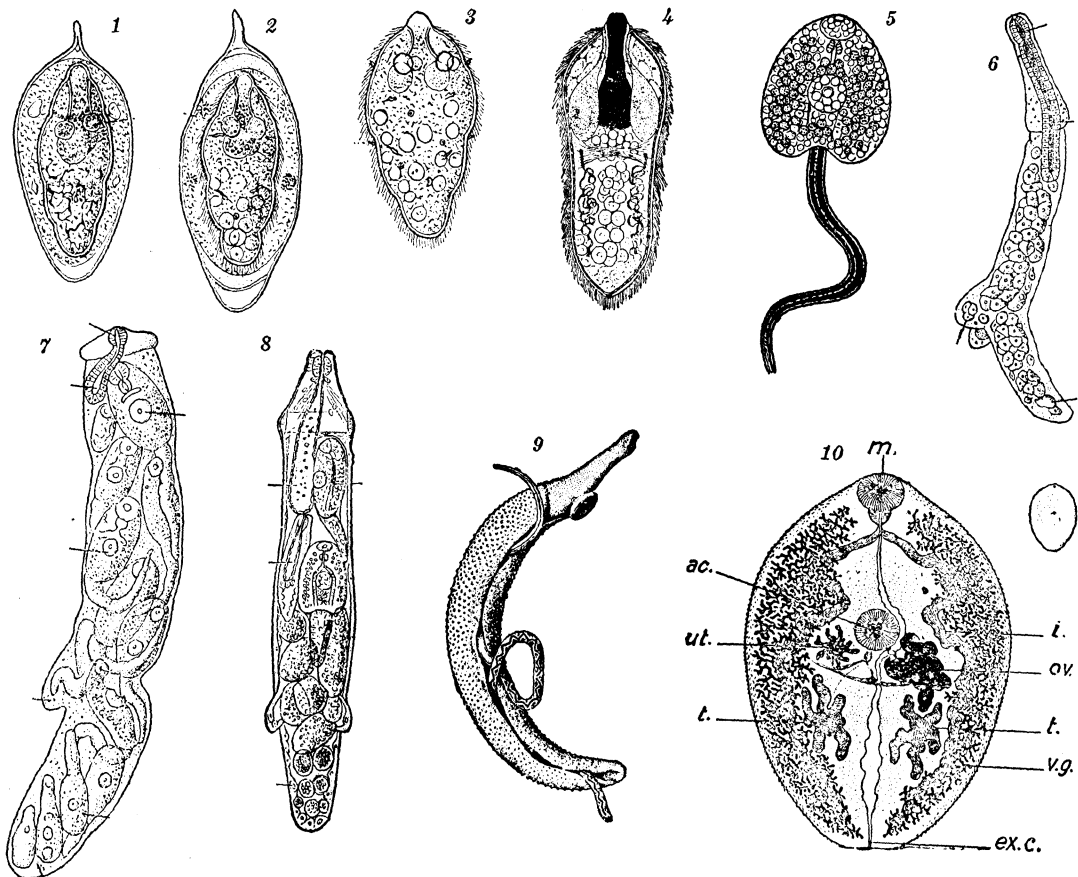
From the viewpoint of the prevention of fluke infestation, it is necessary to remember that the infective stage in the life cycle is the cercaria. Cercaria may be found in—

1. Certain animals on which they feed.
2. Water.
3. On aquatic plants.
3. In the first intermediate host.

FLUKES IN THE PHILIPPINES THE JAPANESE FLUKE

We shall now briefly discuss the three flukes that are capable of infesting Man in the Philippine Islands.

(Continued on page 176)



STAGES IN THE LIFE CYCLES OF TREMATODES.

1 and 2.—Eggs of *Schistosome*. 3 and 4.—Miracidia, showing cilia or swimming organs. 5.—Cercaria, with tail. 6, 7 and 8.—Redia in various stages of development. Note cercaria within redia in 7 and 8. 9.—Female *Schistosome* in canal of gynecophorus, formed by infolding of the body of the male. 10.—*Paragonimus*, (greatly enlarged) showing internal structure. m.—mouth, ac.—ventral sucker, t.—testes, ut.—uterus (womb), ov.—ovary, vg.—vitelline glands, ex. c.—excretory canal. The outline figure at upper right shows natural size of *Paragonimus*.

(From Brumpt, after various authors.)

Our Children

BY ANGELO PATRI

Angelo Patri is becoming one of the most widely known educators in America through his lectures and his newspaper and magazine articles always full of wise advice and encouragement for fathers, mothers, teachers, and all who have dealings with children and young people. PHILIPPINE EDUCATION MAGAZINE has arranged to publish a series of these articles especially adapted to Philippine conditions.

Fighting

LITTLE boys begin fighting soon after their long curls have been shed. It seems to be the law of their growth. Somewhere along about their seventh birthday they enter upon the savage period where scorn of everything that is at all nice, gentle, or what we like to call human, is the proper and fitting mood.

This period pains the mothers of stirring boys more than any other manifestation of their growth. The loving and lovable child has become a swaggering, loud, bullying being, foreign to every thing his mother willed him to be. He is dirty and disorderly and a general nuisance about the house. His teachers complain and his relations lament. He continues his loud career. And he fights.

Please do not tell him that he must not fight. Teach him that one fights only when one must—either in the defense of the weak or the maintenance of the righteous—his own cause being righteous as any providing he sees it that way. It is one thing to raise a bully and quite another to raise a whimpering weakling who is imposed upon by the meanest and lowest in his group. A boy must hold his own or become the victim of the rest of the crowd. This age travels in groups or predatory bands and woe betide the luckless one who is outside the fraternity.

"But I do not want my son to fight. It is dreadful to see two boys pummeling each other all over the place, hurting one another and causing bad feeling among the neighbors."

Comfort yourself. Boys of the fighting age rarely hurt each other seriously. A bloody nose and a black eye are not fatal and they are educative experiences that a boy can ill spare. Follow Franklin's advice. Be slow to enter a quarrel but once having entered it let the other fellow know you have been present. That is a far saner doctrine than preaching non-resistance to a child in the half savage stage of boyhood. Non-resistance is an adult, a philosophic point of view foreign to boys—and girls. It has very definite limits on the playground.

When the boy comes in bearing the signs of battle take it calmly and a bit disdainfully. Don't cheer him as a hero but don't scold him as a miscreant. "It's too bad that you could find no other way. Boys are supposed to have a higher intelligence than cats and dogs. Come along and I'll fix you up. What was it all about anyway?"

"He dared you to fight? Such silly stuff. Well, you've got that over. Try to keep out of such things. It's all right to fight if you have to but you ought to have something worth fighting about before you begin. Then make a good job of it. There, now you don't look quite so messy. There's a doughnut in the pantry."

Gradually he grows out of the fighting stage. But remember the law. Each stage must be perfected if the next one is to be worthy. Even if you dislike the manifestations play fair to each stage of the child's growth.

A Flank Movement

FRANKNESS in dealing with children is always best but there are times when it does not work. And there are children with whom we cannot be frank at times. A flank movement is occasionally right and desirable.

You cannot always put your cards on the table when dealing with an adolescent boy or girl. If you say bluntly, "I want you to meet this boy or this girl because he is the right sort of friend for you to have," you are very likely to settle any chance you ever had to make them friends. An adolescent hates above all else to be done good to.

You feel like a conspirator when you invite the stranger and say with as much of a casual manner as you can muster,

"I thought that it would be rather nice to ask Betty Hardin to come over this evening. I met her this afternoon and I gathered from what she said that she hadn't made any friends in the neighborhood yet. I knew you'd be glad to make things a bit pleasanter. Looks like a nice enough girl, don't you think?"

When you notice that the boy is going out every chance he gets with the rather reckless youth who spends all his spare time in the garage and on the speedway you feel like a secret service agent when you say, "I'm counting on you to walk over to the corners with me tonight. I have a few errands to do and I thought I'd hold them over until you could be with me and we'd drop in to see the movies. I don't like to go alone."

But there are times when you have to do a little skilful plotting to set the stage for the things you want to happen. That is not to say that the youngsters will not see through your manoeuvre. Never mind if they do. There has to be somebody steering the adolescent and it ought to be his father or mother.

There are times when the children have to be protected from themselves. Youth is headlong and single-purposed and carries no safeguard of experience. It is a rare boy or girl who grows up without contracting for some sort of trouble. The best way to cure a difficulty is to head it off.

The first time the youngster goes out with the wrong sort of companion it may be accidental, but not the second time. It is your fault if there is a third time without an effort to prevent it. The indirect method is better here as a usual thing. Unless there is a most unusual bond of understanding between parents and children checking a friendship of an undesirable sort would better be done under an anaesthetic.

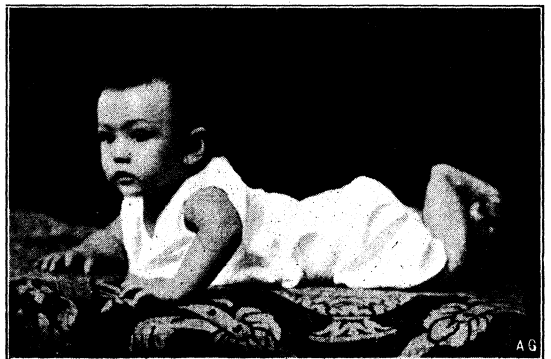
It is all very well to tell the children in general terms that their friends should be of good character and of about the same degree of intelligence as themselves, with about the same family traditions. It is another to say, "That young man is not proper acquaintance for you." "That young lady is impossible. Drop her."

Under such circumstances the indirect way, the flank movement is best.

Leaving the Room

CHILDREN who leave the classroom are a problem to the teacher and the school administrator. This one question causes more trouble than any other six that arise in the school day. And it need not.

In the first place let it be understood by everybody concerned, child and teacher and parents, that no child shall ever be refused permission to leave the classroom. Any other course is impossible. The child must not be kept in the classroom a



EDWARD DECENA OF MANILA

minute after he signals his desire to leave it for his health's sake and his mind's sake.

The feelings of a sensitive child who has been kept in the classroom until he has either wet or soiled himself cannot be imagined by anyone who has not had direct classroom experiences with children. That is something that should happen to no child. It is an experience of suffering and humiliation that is entirely unnecessary.

The children take advantage of the fact that they may leave the room, the objectors say. Then there is something the matter with the room in the vast majority of instances. There is no great pleasure involved in a trip to the retiring room. The child who takes advantage of the occasion is seeking for relief from a condition that oppresses him. A steady stream of children from a classroom during working period is a sure indication of inefficiency in the teaching. Interested children do not think of leaving the room. They cannot be persuaded to go.

There are it is undoubtedly true, a few children who would rather be out of the room than in, on general principles. But they are easily recognized and adjusted. Take the matter as a routine affair, make your position clear to the children and there will be very little trouble.

As a beginning remember that children in the first year of school should not be kept in a room longer than one hour without relief of some sort. A recess must be given them so they may have a run and a stretch and a shout or two, go to the toilet, play a game and return to work.

Give each group a recess morning and afternoon according to their age and growth. Please do not imagine that gymnastics at command are play in any sense of the word. They are hard work for teachers and pupil. Recess is a free period where the child is released from pressure. During some part of the recess the children are sent to the retiring rooms.

If, when recess has been provided and a time set aside for attention to physical needs a child continues to interrupt the class work by going out of the room, keep a record of his going, the date, the time of leaving and returning and if it shows a habit unusual to children of his growth make a report to the school doctor and the parents.



CHILDREN OF MR. AND MRS. BUDY
TEACHERS OF TABACO, ALBAY

Just as soon as a child feels that his leaving the room is his own affair and it becomes the concern of others only when he misuses his privileges, he falls in place quite naturally. Parents will help if they find children abusing this situation but they are righteously indignant if they find the school putting its routine before the health and happiness of the children.

Favorite Philippine Recipes

By EMILIANA B. COBARRUBIAS
San Isidro, Nueva Ecija.

PORK WITH PEAS

1/4 kilo pork	1 tomato (chopped)
1 onion	toyo
1 potato (cut lengthwise)	cayenne

Boil the pork in water, to which 2 tablespoons vinegar have been added, until tender. Fry a little and add the toyo. Fry the potato, add the chopped tomato and onion. Put in the pork and the cayenne; cook for five minutes, add the peas when the broth is thick. For thickening stir in 2 tablespoons bread crumbs.

BOILED CHICKEN WITH BACON

1 hen or fat capon	1/3 cup garbanzos
1/4 kilo bacon	2 onions (cut into halves)
3 tablespoons butter	3 potatoes
black pepper (do not pound)	

Dress the chicken. Boil it with bacon, garbanzos and black pepper. When tender add the potatoes and season with toyo. Before serving stir in the butter.

PATANI

2 cups patani (peeled)	3 tablespoons lard
1 cup fresh shrimps	bagong or fish sauce
3 pieces minced garlic	1 sliced onion

Wash the shrimps; remove the heads and shells; pound the heads and extract the juice in a cupful of water. Cut the shrimps into halves. Fry the garlic, when brown add the onion and the chopped tomato. Pour in the bagong or fish sauce, stir constantly until the tomato is cooked. And the shrimps and patani. Cover the carajay for five minutes. Pour the water in which you extracted the juice of the shrimps' heads. Keep on stirring constantly until the mixture boils. Season with two dashes of black pepper if desired. Remove from fire when the patani is tender.

MEAT WITH OLIVE OIL

1/4 kilo pork or beef	2 cloves (clavo de comer)
2 potatoes (cut into halves)	1 teaspoon pepper
1 chopped tomato	6 pieces garlic (minced).
1 tablespoon olive oil	1 tablespoon vinegar
1 tablespoon cayenne	2 laurel leaves
bread crumbs.	

Wash and cut the pork in pieces 1½ inches wide and two inches long. Rub on this the minced garlic, pepper and pour in the vinegar. Place in a stew pan: the meat, laurel leaves, clavo de comer, and potatoes. Cook for ten minutes. Add the chopped tomato, olive oil and onion. Then add two cupfuls of water or broth and cayenne. Stir in the bread crumbs.

BUDIN CON CARNE

1/4 kilo pork	1 tablespoon cayenne
1 chorizo (cut fine)	3 tablespoons bread crumbs
3 tablespoons butter	2 tablespoons toyo
4 hard boiled eggs	salt and pepper
1/3 cup seedless raisins	1 onion (chopped fine)

Wash the meat and chop fine; season with salt and pepper, cut the whites of the eggs and mash the yolks. Mix all the ingredients. Grease a pan of desired shape with butter or lard and pour in the mixture, then bake until done. Serve with tomato ketchup.

SALMON SALAD

Remove bones and skin from can salmon. Drain off liquid. Mix with French dressing or another, set on a bed of fresh lettuce leaves. Garnish with ripe tomatoes, onions and sliced hard-boiled eggs.

CHICKEN SALAD

Cut cold roasted chicken (or boiled), in small dice, add as much potato cut fine, season with salt and pepper. Mix with French dressing and set away to cool for five minutes. Garnish with ripe tomatoes, onions and hard boiled eggs.

FRENCH DRESSING

Beat 3 yolks with 3 tablespoons olive oil, then add ten tablespoons vinegar. Keep on beating until light. Add enough salt to taste.

*Love is blind, and lovers can not see
The pretty follies that themselves commit.*

SHAKESPEARE

The Loves of Famous Men

By JOSEPH KAYE

RICHARD WAGNER'S MINNA

AT the age of twenty-three Richard Wagner, the great composer, met a pretty young actress named Minna Planer with whom he fell in love.

Minna was not greatly impressed at first with the struggling young musician, but his ardor carried her away and she married him.

Thereupon began a sorrowful existence for both. For a while they lived happily but Wagner was not possessed of that temperament which makes for loyalty to one woman. He was a man who coveted the luxuries of life and the adulation of women, and as he grew more known, little Minna receded farther into the background and became to the world, with no little assistance from the composer himself, a grossly unsuitable companion for a great genius.



MINNA WAGNER

However, for a time this famous couple was happy, and it was while under the spell of his first love that Wagner wrote of his passion in the opera "Tannhauser," and more definitely expressed his affection for his beautiful young wife in the following blithe prose terms:

"My dear good Mienel:

"My earliest occupation here (in Hamburg) after sleeping off my journey, is to write to you. I have been prattling with you all the time, even after I awoke last night and wanted to set my travel-heated blood in order by a strong effervescent powder. I had no candle and meant to feel out the inscription on the different packets; it was unnecessary, though, since you prudently had made them up of different sizes, so that I could recognize your fore-thought even in the dark. In the morning I at once began my usual chat from bed with you and Peps (Wagner's dog) to pretend I still was with you.....

"Na, greet my friends, hold me dear and take good care of the children (imaginary). Don't throw the bed-clothes off at night. Farewell, you good old sweetheart, be of good cheer and reflect that nothing in the world is as bad as this villainous pen.

"Adieu, Mienel; many, many kisses."

CHARLES DARWIN'S PRE-MARITAL EMBARRASMENTS.

WOULD you not think that Charles Darwin, the man who has caused such a tremendous revolution in civilization by advancing his theory of the origin of man, known so popularly today as the Theory of Evolution, would regard marriage with weighty seriousness, as an epochal event in his life that must be approached with deference and concentration of thought?

The very reverse is the case. In his work he was an intellectual giant but as a lover, and especially as a prospective groom, he was on a par with all of us—afflicted with the everyday embarrassments, the petty annoyances and naive bewilderments that beset man in general in the days preceding that historic statement: "I do." Read a few extracts from the letters he wrote to his sweetheart, Emma Wedgwood, a cousin, just before his wedding took place, for a realistic portrait of the great Darwin as a lover and husband to be:

".....November 23, 1838.—I positively can do nothing, and I have done nothing this whole week but think of you and our future life.... You may then well imagine how I enjoy seeing your handwriting. I should have written yesterday but I waited for your letter; pray do not talk of my waiting till I have time for writing or the inclination to do so... It is a very high enjoyment for me, when I cannot talk to you and feel your presence by having your own dear hand within mine....



EMMA DARWIN

"On Saturday I dined with the Lyells and spent one of the pleasantest evenings I ever did in my life. Lyell grew quite audacious at the thought of having a married geological companion and proposed going to dine at the Athenaeum together and leaving our wives at home. Poor man! He would as soon eat his head as do such an action, whilst I feel, as yet, as bold as a lion....

"November 30.—Powers of sentimentality forgive me for sending such a letter. It surely ought to have been written on foolscap paper and closed with a wafer. I told you I should write to you as if you really were my own dear, dear wife and have I not kept my word stoutly? My excuse must be that I have seen no one for these two days; and what can a man have to say who works all morning in describing hawks and owls, and then rushes out and walks in a bewildered manner up one street and down another looking out for the words 'TO LET'?

"January 26, 1839—THE house is in such a bustle that I do not know what I write. I have got the RING which is the most important piece of news I have to tell. My last two days in London where I wanted to have most leisure were rendered

(Continued on bottom of next page)

"My Mother"



Famous men and women will tell in the columns of Philippine Education Magazine just what their mothers have meant to them in the upbuilding of their careers. It is the mothers, unknown to the general public, who will be glorified in these articles, rather than the celebrities themselves. The statements were given to Mr. Joseph Kaye especially for this series.

THE MOTHER OF MARIE DRESSLER

MARIE DRESSLER is one of the best-known and best-loved comedien-nes on the American stage. Lately she has been making fewer appearances and no doubt

will shortly retire altogether.

Miss Dressler inherited her theatrical talents from her mother, and it was her mother who gave her her first training for the stage. As says herself:

"Although my mother never acted she possessed a keen dramatic sense. I remember her arrangement of living pictures as the loveliest I have ever seen. She was invariably displaying these and my first appearance on the stage was as cupid, in an affair for a church benefit.

"Despite the chronic poverty of my family, mother managed to keep us in the right atmosphere, always seeing that father, who was a musician, played the church organ without compensation, and by working indefatigably herself for all the charities. She gave me my first insight into the fact that as long as I did things for nothing I could get into society."

Miss Dressler's father was a musician and teacher of music and what the comedienne means was that her mother, by persuading him to play at churches and charitable affairs for nothing, created much good will in the community where they happened to be and so attracted many music pupils. This gentle diplomacy worked well.

THE MOTHER OF SAMUEL REYBURN, FAMOUS BANKER-MERCHANT

SAMUEL REYBURN has had a curious career. Working himself up from a low estate until he became president of one of the biggest banks in Arkansas and an important man in

CHARLES DARWIN
(Continued from opposite page)

very uncomfortable by a bad headache which continued for two days and two nights, so that I doubted whether it ever meant to go and allow me to get married.

"The railroad yesterday quite cured me. Before I came to Maer last time I was eager in my mind for the advantage of going straight home after the awful ceremony. You however made me just as determined on the advantages of not going straight home and now your last letter (for which I return you thanks for being as good a girl as to write) has just put me half-way between the two plans.

"This will give you hopes of my being a very docile husband, thus to become twice an absolute convert to your scheme. I settled the matter by telling our housemaid to have the fires lighted on Tuesday, and if we did not come then, to have them Wednesday, so that you may decide precisely as you please, at any moment you please. I went as near a falsehood as any man could do by pretending to deliberate and saying in a very hesitating voice: 'You need not have a fire on Monday.' By which anyone would suppose that we were to be married on that morning. Whether I took them in or not, I do not know."

Ch. Darwin

American financial circles, he came to New York to bring order out of the crash of the Claflin dry goods interests. Today he is the directing head of two of New York's greatest department stores and of six other large institutions in other parts of the country.

He owes his success to a number of things; to his keen banking instinct, to his great business sense, to his integrity and understanding of people. But among the elements that contributed to his welfare which he prizes most is the influence of his mother.

"This is what my mother taught me," he said: "Never pretend either to yourself or to others. As you grow older you find that there is much more danger of fooling yourself than there is of being fooled by someone else.

"You have heard a lot, probably too much, about our family and its traditions (the Reyburn family was one of the most notable in Arkansas). Pay little attention to this kind of talk. Tradition is always highly colored—particularly family tradition.

"Remember also that what your ancestors may have done will never help you to get along in the world. Past performances have no value in the market place. You're starting right at the bottom and you'll get out of life just what you deserve—no more, no less.

"You will have to earn your right to success and to the respect of your fellow men."

THE MOTHER OF NIKOLA TESLA

LIKE many another great man, Nikola Tesla, the world-famous inventor and scientist, is inclined to speak frankly of his life and relates an incident which shows how great is a mother's instinctive ability to overcome a crisis in the careers of her children.

"When I was about twenty," Mr. Tesla confesses, "I contracted a mania for gambling. We played for very high stakes, and more than one of my companions gambled away the full value of his home. My parents were greatly worried by my gambling habits. My father especially was stern and often expressed his contempt at my wanton waste of time and money. However, I never would promise him to give up gambling but instead defended myself with a bad philosophy that is very common: I told him that I could stop whenever I pleased but that it was not worth while to give up gambling because the pleasure was more to me than the joys of paradise.

"My mother understood human nature better and never chided. She knew that a man cannot be saved from his own foolishness or vice by someone else's efforts or protests, but only by the use of his own will. One afternoon, when I had lost all my money but still was craving to play, she came to me with a roll of bills in her hand—a large sum of money for those times and conditions—and said, 'Here, Niko. Take these. They're all I have, but the sooner you lose everything we own the better it will be. Then I know you will get over this.' After she had spoken she kissed me.

"So blinded was I by my passion that I took the money, gambled the whole night, and lost everything, as usual. It was morning when I emerged from the den, and I went on a long walk through the sunlit woods pondering my utter folly. The sight of nature had brought me to my senses and my mother's act and faith came vividly to my mind. Before I left the woods I had conquered my passion. I went home to my mother and told her I never would gamble again, and there never has been the slightest danger of my breaking the promise."

Zoological Collecting for Beginners

III PRESERVATION IN LIQUIDS

By DR. ALFRED WORM

Children and young people generally, not to mention adults, are natural-born collectors. Some psychologists have even called the tendency in man to collect things, an instinct. Whether this is true or not, it is a valuable trait for the educator to take advantage of. Collecting natural history specimens takes young people out into the open air, they widen their sphere of interest, they acquire valuable knowledge of the world they live in and live with. School museums are of proved value. The series of articles by Doctor Worm, in "Philippine Education Magazine," is proving to be a most interesting one to both teachers and pupils.

THIS chapter deals with the manner in which the two liquids we have already mentioned, alcohol and formalin, are used in the special cases to be presented.

The action of alcohol is to absorb water from the specimen, and causes it to shrink in size. This shrinkage will be the greater, the stronger the alcohol.

The alcohol made by local distillers, known as rectified alcohol, is of 90% (40 degrees) strength. That means, that each liter of the liquid contains 90cc alcohol, and 10cc water, (cc is the abbreviation for cubic centimeter). If we put an animal in such a strong liquid direct, it would shrink to abnormal dimensions, reducing an animal with a delicate body and a high percentage of water almost to a freak. Seventy-five per cent alcohol is sufficiently strong for permanent preservation in all cases.

To prevent shrinkage to some extent, the animal is not immersed directly in the strong liquid, but by degrees from the weaker into stronger percentages. Reptiles and amphibians, to which belong snakes, lizards, turtles, frogs and toads, are injected through the mouth and anus with 75% alcohol, with a syringe then immersed in 40%, in which they remain several days, according to their size. Then they are transferred to 60% for a week or two, and after this to 75%, where they remain, unless the liquid darkens too much from blood, and other material extracted from the body, in which case it must be renewed. In snakes over one foot long a short opening is cut on the belly side for each foot of length and this is kept open with a splinter of wood to allow the alcohol to enter the abdominal cavity, and act on parts of the body not reached by the injection or by the surrounding liquid.

The collector will naturally carry only full grade alcohol, and mix the weaker solutions as he needs them. For those who have no alcohol meter, the following is a simple way to mix a desired strength: A measure-glass with cc graduation is necessary. To make a solution of 40% from a 90% alcohol, fill the measure-glass up to 40 cc with alcohol, then add water to 90 cc. With other solutions proceed the same way.

When collecting in the field, it will be necessary, to put several specimens in the same vessel, but beware of crowding, or they will spoil. The animals must be well submerged, and if the alcohol darkens too much, it must be changed to avoid discolouring them.

On arriving home, the animals should at once be separated. The animals should present natural attitudes, and should not be thrown into the liquid at random.

HOW TO CATCH SNAKES

When a reptile is caught it is put in the alcohol alive and let die, then it is taken out again and pinned or tied to a small board in the desired position and returned to the alcohol.

In these islands we have a number of poisonous reptiles and amphibians, and a few words as to how to capture them with safety will not be out of place.

The amateur collector, who is not familiar with snakes, should never grasp a snake with his bare hands except as described here, as many poisonous species resemble harmless individuals closely in colour and shape. Never hold an unknown snake by the tail, and do not carry poisonous species home alive; the animal may find a way to escape and the result would likely be disastrous. The writer in his career as animal-dealer has been bitten twice by poisonous snakes in this way.

Snakes when found on the ground should be held down with a stout stick to prevent escape, then with a stick in the other hand the head of the reptile is held firmly to the ground. The stick holding the body is then dropped and the free hand grasps the neck, directly behind the head, preventing the snake from biting. Be quick, but not afraid. The snake will coil around your arm, but never mind the cold chill that will run up your spine; the tail is not poisonous, even if your old grand-dad says so. Calmly grasp that suspicious tail and wind the body off your arm and while you hold the head firm push the rest in the bottom with alcohol; hold the cork or lid ready, and then with a quick movement drop the head inside too, and put the lid on. This needs a little nerve for the beginner, as the snake wriggles wildly. If you wish to make it safer, have a small paper cone ready with a little cotton inside the apex, and when a snake is caught pour some chloroform or sulphuric acid on the cotton and push it over the head of the reptile, and hold it there until it becomes unconscious. Then it may with safety be put in the alcohol. Beware! it may not be dead so do not have it lie around; it may revive!

FIRST AID IN SNAKE BITE

Snake poison will cause symptoms only if introduced in the blood-circulation, but it is not necessary that one be bitten by the reptile. An abrasion of the skin or an open wound coming in contact with the poison can prove fatal.

The advice found in some books dealing with this subject, to suck out the wound caused by the teeth of the reptile, is dangerous. A small wound on the lips, a hollow tooth or scratch on the inner lining of the mouth may cause death.

Antitoxin for snake-bites is not always available, but potassium permanganate can be had at any drug store, and should always be carried by snake hunters.

If a person is bitten by a poisonous snake, two small holes will be noticeable, where the fangs have penetrated the skin. Above this place the blood circulation should at once be arrested by a tourniquet, to prevent the poison from being carried through the system, and eventually to the heart. With a sharp knife cut the muscles, cross-wise, through each teeth mark to promote profuse bleeding. The blood will carry with it most of the poison. When bleeding has ceased, insert in each wound a crystal of potassium permanganate and put on a bandage. Release the tourniquet because too long suspension of the blood circulation will cause gangrene.

If experienced in handling a hypodermic syringe, carry one with you on snake-hunts, and instead of inserting the permanganate crystals in the wounds, make a concentrated solution of them and inject 10 cc of it in a circle around the two wounds, dividing it into from 6 to 8 parts.

Proceed at once to the nearest surgeon. Do not run or get excited, as this only will aggravate the case. Keep cool! If a doctor is not to be reached soon, watch your heart action and if you notice a weakening, take stimulants, strong black coffee or brandy. Drink not much at one time, but in small doses, repeating whenever necessary. Large overdoses will have the contrary effect to that desired, for the depression bound to follow will complicate the case. A strong heart action is the most essential factor in the cure of snake bites.

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News of the World

THE PHILIPPINES

June 14—The national supreme council indefinitely postpones the Firestone plan for rubber production in the Philippines. Maximum areas of 200,000 hectares would be leased for 75 years.

The council decides to stage a general protest against the Bacon bill for the separation of Mindanao and Sulu from the rest of the Philippines, on June 19, Rizal's birthday.

Court hearing on the San Fernando constabulary riot case opens.

June 17—Stated that the democrata leaders are trying to hold up the nacionalista-consolidado party for more concessions in the legislature and a bigger share in the appointive positions now vacant, threatening to bolt the coalition.

A new text on oriental history for the high schools is adopted by the text book board.

General Aguinaldo cables President Coolidge, protesting against the Bacon bill, stating that it is a blow to "national integrity," and petitioning for the rejection of the measure as a matter of "justice." This is thought significant, as it is the first time Aguinaldo has broken his silence on political matters.

June 21—Officers and men of the 56th constabulary company of Pampanga are transferred to Santolan, Rizal. The 61th company of Rizal will be sent to Pampanga.

June 22—Directors of the Cebu portland cement company ignore the order of the board of control, made up of the governor general, the president of the senate, and the speaker of the house, to sell the firm to J. L. Irwin who has offered to pay P2,000,000, but only P250,000 down, the balance to be paid in five annual installments at 6% interest. The directors claim the plant is worth more, the government having already invested P2,870,000 in the enterprise.

June 25—The university of the Philippines will enter its 20th year with an enrollment of almost 6,000.

July 3—Former secretary of the interior Agoncillo will run against Mr. Quezon for senator for the district comprising Batangas, Tayabas, and Cavite.

July 8—Pier 7 in Manila is completed and is said to be the largest and best equipped in the far east. Its cost was P11,000,000 plus P2,000,000 for equipment.

July 9—Carmi A. Thompson, called the "eye of the President" arrives in Manila. He is to make a report before the next session of congress on general and economic conditions in the Philippines. His headquarters are at the Manila hotel. He is paying his own expenses. Five or six of the most noted of American newspaper correspondents are accompanying him. He is well received by Manila officials.

July 13—The supreme court confirms the sentence against Senator Jose Veloso of 2 months imprisonment for fighting a policeman when caught gambling in May, 1923, and the governor general pardons him in the nick of time to prevent the senator from going into Bilbid just before the opening of the legislative session.

July 8—Announced that Manila will be made the far eastern headquarters for the Radio Company of America. The company has purchased the majority stock in the Radio Company of the Philippines. A huge broadcasting and receiving station will be built here.

July 15—Hadji Butu, appointive senator from Mindanao, states in a conference with Colonel Thompson that the majority of the Moros are in favor of American retention.

July 16—The Philippine legislature opens in the new legislature building.

July 16—Hadji Butu states that he did not tell Colonel Thompson the Moros were against independence, and that he was misinterpreted. The interpreter, Menandang Piang, states he interpreted Hadji Butu honestly. Hadji Butu votes in favor of the usual concurrent independence resolution adopted by the legislature.

The second session of the legislature meets in the new legislative building. In his message, Governor General Wood recommends favorable consideration of the Monroe educational report, encouragement of outside capital with safeguards for public and private interests, revision of inter-island shipping laws, new legislation to take the place of the Chinese book keeping law which was declared unconstitutional, fostering of rubber production, import duties on foreign animals, procuring of best personnel available from any country for bureaus of science, agriculture, and forestry, encouragement of radio communication, withdrawal of the government from business, mill tax for the university of the Philippines, increased autonomy for local governments, lowering of the income tax exemption, abolition of the wharfage tax, increase of facilities in agricultural schools, extension of the Manila city limits to include Pasay and other towns, granting of suffrage to women, etc.

In introducing Colonel Thompson to the legislature, Mr. Quezon, president of the senate, said in part: "While the Philippines are as yet comparatively small in population and wealth, our possibilities are unlimited. Our country is rich in natural resources, especially in those tropical raw products needed by the people of the United States. We can be of service to America both in peace and war. This service will be assured to her by justice and fair dealing in the treatment of our people, and, as is our hope, by the fulfillment of her plighted word to grant us the freedom that we covet."

Colonel Carmi A. Thompson's address to the legislature follows in full:

Mr. President, Mr. Speaker, Members of the Senate and House of Representatives:—

It is a great honor as well as a great pleasure to be presented to you at the beginning of this momentous session. In permitting me to address your joint session, you have accorded me a privilege that is rarely extended to a man who has not been regularly elected to serve in one or the other of your Houses.

I am not unmindful of this distinction. I do not take it as a personal compliment, but rather a compliment to the President of the United States, whom I represent.

It is a solemn occasion when any legislative body convenes for the purpose of considering the needs of the people which it represents. Before the close of your session you will express the requirements of your people by proper laws enacted for their benefit and advancement. The people of this Archipelago have expressed their confidence in your ability and your patriotism, by selecting each of you to represent them. The sincerity of purpose and the soundness of your judgment will redound to their progress and their happiness.

You have this day consecrated a new home for your deliberations, and your friends across the sea will point with pride to this structure as an index of your material progress.

I am here, as you know, at the request of President Coolidge, to make a survey and report to him what he might possibly do to secure a better administration of affairs and further the economic development of these Islands.

President Coolidge has the kindest feelings for the Filipino people and has their welfare permanently in his mind. As his representative I am here to help. I am here to get the facts and to make an impartial survey. I hope to make that survey as thorough as possible during the brief time allotted me. I come without bias or prejudice, anxious and willing to listen and learn. The United States has a solemn duty towards the people in these Islands. That duty is most important to the life and the happiness of the people. That duty is to assist you in making these Islands economically strong. To develop them commercially for your benefit to such a degree that they can and will compete with the great powers of the world.

The future commercial development is in the Pacific. Your geographical position will make you the center of this development. Your people have made rapid strides during the past 28 years. The surface of your natural resources has hardly been scratched. These Islands have unlimited wealth, and potential commercial possibilities. This natural wealth must be developed intelligently for the benefit of the people of these Islands. Under no circumstances must they be exploited to satisfy greed and ambition.

The Philippine Islands are approaching a prosperous era. This prosperity is certain to result in a higher standard of living for all the people, better sanitation, more and better schools, higher wages for labor and better conditions for the people in all walks of life.

I hope you gentlemen may, in your wisdom, find a way to open up primarily for the benefit of your people, the public lands in your rubber section.

The eyes of the world are upon you. You are marked for the next great advance. You require capital, but in your invitation to capital, you should pass such laws as will preserve the rights of the people as well as safeguarding the right of those who are willing to support the progress financially.

I want my survey to be as thorough and comprehensive as the time will permit. I do not expect to reach hasty conclusions on any subject. But as I have stated on previous occasions, I am here to gather facts, and based on these facts, will make such recommendations which I trust will promote a better understanding between the American and the Filipino people. I hope that this understanding will lead to the development of a great and prosperous people which will be a model in government in the East just as the American nation has been a model for the nations in the West.

THE UNITED STATES

June 14—Carmi A. Thompson denies that he has been offered the governor-generalship of the Philippines, and states that if he were offered the position, his business interests would not permit him to accept.

June 20—It is brought out at the dedication of the Jones mausoleum, erected by the Filipinos in honor of the author of the Jones bill, that the famous preamble was written by President Wilson in his own hand.

A crowd estimated at nearly 350,000 people witnesses the opening of the eucharistic congress in Chicago. Twelve cardinals, several hundred archbishops and bishops, and thousands of abbots, priests, friars, and catholic laymen from all parts of the world are in attendance. It is believed to be the largest single religious observance ever staged.

June 23—The war department denies having been consulted in regard to the Bacon bill.

Commander Richard Byrd, who recently looped the north pole in an airplane, is greeted by an enormous crowd on his return to New York. He predicted that the polar route between the occident and the orient would be used within 30 years.

June 25—The Aragon brothers, Filipino tennis champions, are defeated by the Japanese in the Davis cup matches.



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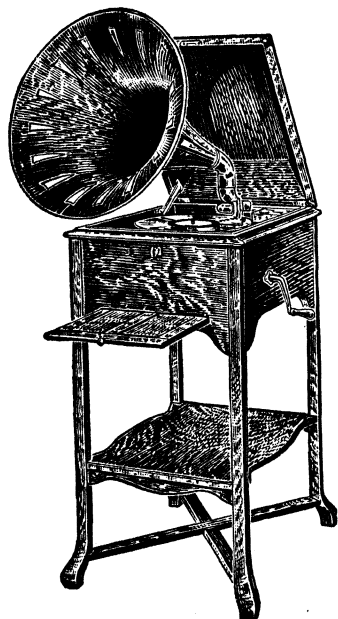
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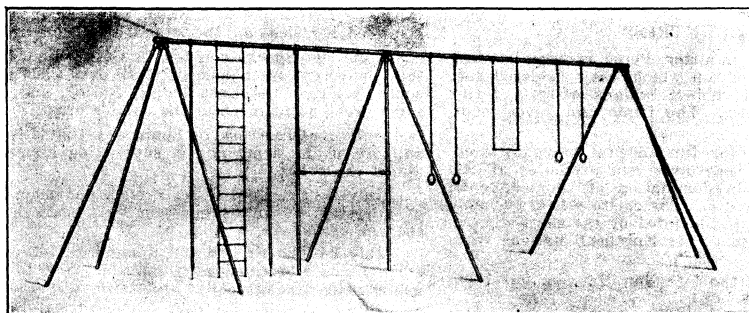
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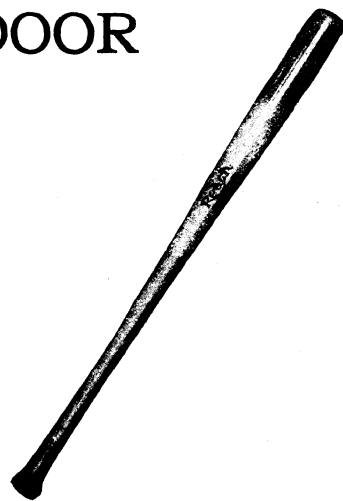
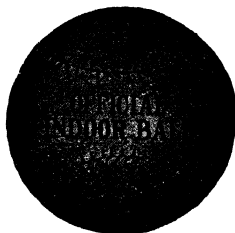
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July 3—The first session of the 69th congress adjourns, without taking action on the Bacon and on the two Kiess bills. Opinion in Washington is that Congress will take up Philippine legislation early next year after the Christmas adjournment.

July 10—Several persons are killed and many wounded in a series of violent explosions started by lightning in the naval ammunition depot at Lake Denmark near Dover, New Jersey.

July 5—Motormen and switchmen on the New York street-cars strike.

July 12—Former secretary of war, John W. Weeks, died today, aged 66.

FOREIGN COUNTRIES

June 15—French finance minister Peret resigns because of opposition to his finance program which was considered disguised inflation. The Briand cabinet resigns after a futile effort to reorganize the cabinet. The franc and government bonds continue to weaken.

Reported that some plan for fundamental reorganization of the league of nations will be evolved and presented at the September meetings. European domination of the league is said to be threatening its existence. The entire western hemisphere, as well as Asia, has been alienated by the short-sighted policy of keeping all council seats for European nations with the exception of Japan.

June 16—Sun Fe, son of the late Sun Yat-sen, has been appointed mayor of Canton.

For the tenth time since the war Aristide Briand is asked by the president to form a new cabinet. The new cabinet will probably give more recognition to the socialists, for it was the lack of socialist support which caused the failure of the last two cabinets. If Briand is not successful, the parliament may be dissolved and general elections called.

June 19—More than 100 are arrested in Turkey charged with a plot against the life of Mustapha Kemal, Turkish dictator. Two members of the national assembly were included.

June 18—Mohammed V, former sultan of Turkey, dies of cardiac paralysis at the Riviera where he has been living for the past three years.

June 23—Premier W. W. Yen of China resigns. The

cabinet has requested Chang Tso-lin and Wu Pei-fu to come to the capital to stabilize the situation.

June 23—Briand is successful in forming a new ministry. Caillaux is once more finance minister.

June 26—Two hundred prominent Spaniards are arrested for conspiring against General Primo de Rivera. The famous General Weyler is under surveillance.

June 28—The president of the bank of Parma and a score of other men occupying high positions among the Italian fascisti are arrested on graft charges.

June 26—Over a hundred people are killed in a serious earthquake at Cairo, Egypt. June 28—In an earthquake in Sumatra 117 people are killed. More than 10,000 people are rendered homeless on the island of Rhodes by an earthquake.

June 30—Shocks are felt in California. Scientists believe that the recent earthquakes felt all over the world in north and south America, the East Indies, Africa, and Europe, indicate some great adjustment in the earth's crust.

July 1—Observers in Spain say that Rivera has lost the support of the army and is supporting himself only with the aid of the police.

July 2—Dr. Emil Coue, French pharmacist and originator of a system of auto-suggestion that bears his name, dies at the age of 69.

July 2—The French and Spanish decide that Abd-el-Krim, surrendered Moroccan leader, shall be exiled to Reunion, a small island near Madagascar.

July 6—The fascist government of Italy suspends elections indefinitely.

July 7—One thousand Italian mill workers at Carrosio strike in protest against the 9-hour day. Other workers are refusing to recognize the Fascist labor unions.

July 10—The revolutionary government of Commander Cabecadas of Portugal lasted only 39 days; having been overthrown by General Carmona with only minor disturbances.

July 12—France and Great Britain sign a debt settlement which covers practically the whole of the French debt to England—653,000,000 pounds sterling. In case of failure of Germany to keep up the reparation payments, France will be entitled to ask for a reconsideration of the agreement.

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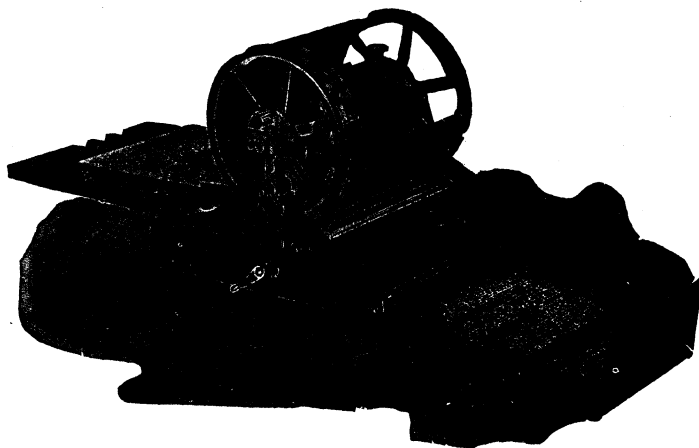
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Correspondents will confer a favor on the Editor if they will call to his attention as soon as possible the corrections to be made in this list because of late transfers.

Bataan

The additional room of the Fonacier school building at Orion has been completed. Besides the library room and the offices of the supervising teacher and the principal, the school has nine rooms occupied by all the pupils in the primary grades. The new three-room school building of Hermosa has been made ready for occupancy on the first day of the opening of schools.

The following list shows the names of school officials in this division for the school-year 1926-1927:

Dr. F. V. Bermejo	Division superintendent
Mr. Aquilino Cariño	High school principal
Mr. Toribio David	Academic-industrial supervisor
Mr. Fernando Basa	Supervising teacher D. 1
Mr. Lazaro J. Dizon	" " D. 2
Mr. Juan S. Paguio	" " D. 3
Mr. Angel Simpao	" principal D. 4
Miss Felisa Baens	Principal, Dinalupihan
Mr. Jose Camacho	" Orani
Mr. Hugo Rodriguez	" Hermosa
Mr. Delfin Buensuceso	Atg. " Samal
Mr. Laureano Escalada	" Abucay
Miss Josefa Herrera	" Balanga
Mr. Roman Valenzuela	" Pilar

Mr. Bonifacio Abella	"	Orion
Mr. Jose Caluag	"	Limay
Mr. Engracio Torda	"	Mariveles
Mr. Protacio Nicolas	"	Bagac

The normal institute which has been in session for three weeks closed on June 18 with a fitting talk given by the superintendent. The following has been accomplished:

1. Emphasis on the teaching of reading in all the model classes from grades I to VII;
2. Emphasis on speed and accuracy in the four fundamental operations and in calculation and reasoning in arithmetic from grades III to VII; arithmetic language work in the lower grades;
3. The use of the problem method in teaching geography and other social subjects;
4. Emphasis on the teaching of language in all grades—writing composition in the intermediate grades;
5. The use of the new types of tests: their preparation, administration and scoring;
6. Drawing activity in seat work;
7. Improving the English of teachers in the English classes;
8. Improving their writing on the board according to form of letters, appropriate height of letters, and speed;
9. Teaching them the three T's of music, and correcting songs incorrectly taught;
10. Giving them insight and actual work in the different industrial classes;
11. Improving the method of supervision and school administration;
12. Athletic activities and group games; and
13. Social gatherings.



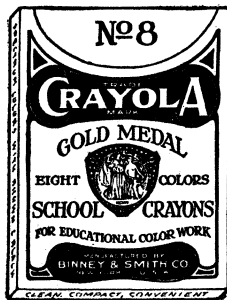
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| <input type="checkbox"/> Traffic Management | |
| <input type="checkbox"/> Business Law | |
| <input type="checkbox"/> Banking and Banking Law | |
| <input type="checkbox"/> Accountancy (including C.P.A.) | |
| <input type="checkbox"/> Nicholson Cost Accounting | |
| <input type="checkbox"/> Bookkeeping | |
| <input type="checkbox"/> Private Secretary | |

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|---|--|
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During the first week of the institute Dr. Agunod of the general office gave conferences on the preparation, administration, interpretation of results of tests of the objective types. He gave lessons on the finding of medians, modes, upper quartiles, lower quartiles, and the significance of the normal curve of distribution. He pointed out some special cases in finding the median with concrete examples. His stay has been very highly appreciated by the school officials in this division.

The institute felt sad on learning that Mr. Marcos Buensuceso, until recently the industrial supervisor for Bataan, availed himself in the privileges of the teachers' pension law after having been twenty-three years in the service. His separation is greatly felt by his co-workers and the people of Bataan who know him. The superintendent spoke highly about him during the last convocation.

The following are the new teachers in the division with assignments as follows: Miss Catalina Santiago, Mr. Pastor Peñafior, and Mr. Pio Gatus to Dinalupihan; Mr. Hugo Rodriguez to Mermosa; Miss Emilia Baens and Mr. Raymundo Galicia to Orani; Mr. Jose Morales and Mr. Artemio Gonzales to Samal; Miss Prudencia Hernandez, Mr. Laureano Escalada, and Mr. Adriano Sison to Abucay; Miss Tecla Guico, Miss Josefa B. Banzon, and Mr. Rosalio Hernandez to Balanga; Miss Eduarda Ballesteros to Pilar; Miss Natalia Generala, Miss Victorina Sanchez, Mr. Bonifacio Abella, Mr. Fructuoso Navarro and Mr. Eulogio Mina to Orion; Mr. Alejandro Magluyan, Miss Socorro Sausa, and Mr. Luis Gallardo to Limay; Miss Melitona Guzman to Mariveles; Miss Nonilon Espino, Mr. Protacio Nicolas, Mr. Fermin Dilig, to Bagac; Miss Matilde Mendoza, Mr. Vicente Carbonel, and Mr. Aniceto Franco to Moron. All these new teachers are mostly graduates of the high school, some of the normal school, and one a holder of the B. S. E. degree.

Mr. Antonio Roman, until recently the principal of Pilar elementary school, has been appointed pensionado to the Philippine normal school.

Toribio David.

Bohol

The Jagna central elementary school can boast of its school improvements. It is the first central school in the division to have constructed a concrete flag-pole and a fountain. The former which cost P120 was donated by the graduating class of 1925, and the latter which cost P300 was donated by the graduating class of 1926. These permanent improvements were constructed through voluntary subscriptions of the two seventh grade classes, teachers, school officials, and municipal and provincial officials and town merchants, as well.

A number of transfers, not only among municipal teachers but also among provincial and insular teachers have been made. Mr. Teodoro Castroles, supervising teacher of Duero district for years, and Mr. Petronilo Mandin, supervising teacher of Loboc district for years also, exchanged stations. Mr. and Mrs. Howard, Mr. and Mrs. Boyers, Mr. Samonte and Mr. Benito Gatal, members of the Bohol high school faculty last year, were also transferred. Mr. Gatal was promoted to division academic supervisor for Bukidnon. Mr. Eulalio B. Alfonso, division academic supervisor for Bohol, was transferred to the division of Cagayan. The teachers of Bohol really regretted to lose him. Plans are under way to buy a souvenir to be sent to him. We wish Mr. and Mrs. Alfonso success. A few principals were also transferred. Mr. Jose Ocampo, provincial treasurer, was transferred to Batangas province. A conference of all municipal treasurers was held for a week in the capital. Mr. Saturnino David succeeded Mr. Ocampo. Several entertainments and receptions were given in their honor.

The Chinese consul arrived here in the morning of June 12, and remained for one day. He was very well received not only by the Chinese community but also by a mammoth crowd of Filipinos and other people.

The Bohol sectional normal institute No. 1 opened on June 7, at Guindulman, for the teachers of Loay, Loboc, Carmen, Dimiao, Valencia, Duero, Guindulman, Mabini and Ubay supervising districts. Sectional normal institute No. 2 will be held at Maribojoc from July 12 to 24, for the teachers of Baclayan, Tagbilaran, Balilihan, Maribojoc, Calape, Tubigon and Inabanga supervising districts. Miss Moncada, a new traveling industrial teacher from the general office, arrived on time to catch up with the sectional institute at Guindulman.

The decrease in enrolment in the first year of the high school is due to several private high schools in the province that have been organized. This is the first year of the history of the Bilar farm school that a second year class of the secondary course is being offered.

In addition to the ordinary matriculation fee of P4.00 which is collected from each secondary student who enrolled in the Bohol high school, a tuition fee of P4.00 was charged each secondary student for salaries of high school teachers.

The materials for the new concrete central school building, plan 10-A, for Tagbilaran, are arriving. The building is sure to be completed at the end of 200 days according to the contract.

Severo Pajo.

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The germs of all these diseases live in the human body. When our hands touch a person having a "catchy" disease, millions of these germs attach themselves to our hands and are carried to whatever our hands touch. Suppose you have a very bad cold. You feel a sneeze coming on and smother it with your hand. If you now shake hands with some person, the germs of your cold will be on the hand of that person, and when he touches his mouth or his nose with his hand, the germs immediately start to work and a cold develops. Other and more serious diseases are spread in the same manner.

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not go from a home which has a contagious disease until he has thoroughly washed his hands. He will not let any portion of his clothing touch a person infected with a contagious disease.

BE CAREFUL

Children who show indications of a "catchy" disease should not be allowed to play with other children. If they are, they simply pass on the disease to their playmates. You wouldn't like other children to pass diseases on to yours, so why not play fair and keep yours from passing disease on to others. If your children have played with others who have a disease of some kind, see that their hands and faces are washed thoroughly with Palmolive Soap as soon as possible.

In cities and towns, door handles of public places, street cars, towels in wash rooms, common drinking cups at public fountains: all these are collectors of disease germs. Keep your hands away from your mouth after touching any of these things. Wash them as soon as you can. This may keep you from carrying to your loved ones some serious disease.

Always wash your hands before meals. This prevents your carrying germs from your hands to your mouth and thus into your body.

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Bukidnon

The division normal institute was held in Malaybalay from June 1 to June 12. The courses offered were farming and gardening, chair making, phonics, supervision, music, writing and methods I to V. Messrs. Sixto Sanchez and Teodorico Avisado and Mrs. Romana Olano and Ana Pineda acted as model teachers.

Mr. Benito Gatal from Bohol was assigned as acting academic supervisor in Bukidnon. Last year he was a high school teacher in Bohol.

Seventeen teachers were appointed at the beginning of the school year. Five of them were from Luzon, and the rest from Mindanao.

A fourth year class was opened for the first time in Bukidnon agricultural school.

The office of the supervising teacher in Libona district was abolished. Mr. Miguel Cosca, the supervising teacher for the district was transferred to Talakag district and took the place of Mr. Diosdado Mendoza who was transferred to Impasugong district. Mr. Ramon Villanueva whom Mr. Mendoza succeeded was transferred to Bukidnon agricultural school. The different schools in Libona district were made parts of the district of Maluko, Impasugong and Talakag.

Anastasio Limbo.

Bulacan

For the first time in the history of the Bulacan high school, each student was required to pay a tuition fee of P10 before being enrolled. In spite of this tuition charge, the enrolment in the high school shows a substantial increase.

In compliance with the policy of the bureau of education, seven insular positions formerly allotted to the high school have been transferred to the elementary schools thus allowing each municipality in the division to have one insular teacher.

The provincial board has recently created nine new positions for teachers in the high school. Seven positions were for the purpose of covering the vacancies created by the transfer of seven insular teachers to the elementary schools, and the two other positions were provided to take care of the increased enrolment. The salary of the teachers appointed for the above positions is paid mostly from tuition fees and partly from provincial funds.

The high school faculty for the school year 1926-27 is the following: Mr. James A. Milling, acting principal, Mrs. Sylva H. Milling, Mr. Harry H. Kanzelmeyer, Mr. Pablo H. Laigo,

Mr. Marcos R. Esquivel, Mr. Alejandro P. Capitulo, Miss Josefa S. Gatmaitan, Miss Monica Crisostomo, Miss Maria L. Espino, Mr. Felipe Cruz, Mr. Aurelio Garcia, Mr. Severino R. Santos, Mr. Pedro G. Balagot, Mr. Arsenio Olmos, Mr. Anselmo C. Marcelino, Miss Josefa P. de Leon, Mr. Domingo Gatchalian, Miss Socorro Marquez, Mr. Marcelo, L. Lopez, Mr. Mauro Diaz, and Mr. Antonio Ligon.

Mr. Santiago Dizon, formerly of Calumpit district, was transferred to Bigaa district, vice Mr. Apolinario Cruz, who was transferred to San Ildefonso district. Mr. Valentin de Guzman of San Ildefonso district was transferred to the Baliuag district vice Mr. Constancio Bernabe, who was transferred to the Calumpit district to take the place of Mr. Dizon.

Mr. Ignacio Pineda, until lately acting supervising teacher for Bustos district, was transferred to Meycauayan elementary as principal. Mr. Rufino D. Santos, principal of Meycauayan elementary school was appointed acting supervising teacher in place of Mr. Pineda. Mr. Santos has recently qualified in the teacher's examination, and is a Philippine normal school graduate.

The following municipal teachers have been recommended for insular appointment with the assignment as follows: Miss Rosario Anselmo, principal of Obando elementary; Mr. Arturo Garcia, principal of Bocaue elementary; Mr. Angel E. Mercado, principal of Polo elementary; Mr. Jose M. Roque, principal of Sta. Maria elementary; Mr. Laureano Avendaño, principal of Norzagaray elementary.

Twenty-one of the bigger elementary schools have been provided with Talmage duplicator machines bought through the Philippine Education Co.

Mr. Hermenegildo Pascual, division chief clerk, has been reappointed as provincial correspondent in the division of Bulacan to the Philippine Education Magazine. Mr. Pascual has been acting as correspondent for the magazine for several years.

Hermenegildo Pascual.

Cotabato

The 1926 normal institute held at the provincial capital closed on June 19. Almost all teachers who came down from Luzon and the Visayas at their own expense were appointed.

The Otis tests of mental ability were given to all teachers attending the institute, irrespective of their educational attainments and experience. The scores ranged from 4 to 53 out of the possible score of 75. The median score was 22.



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The Cotabato teachers' mutual association was formed with the academic supervisor as president, Mr. Albino R. Barlaan as vice-president, Mrs. Leonor Q. Mapanao as secretary, Miss Ignacia Burgos as treasurer, and Messrs. Colin F. Mackenzie, Apolinario Corpuz, and Protasio de Vera as sergeants-at-arms. The constitution was approved by the teachers after a hot discussion.

An excursion was held in Tamontaca by the teachers attending the institute. Everybody had a good time.

Mr. Edward Kuder, the new superintendent, arrived on the S. S. Islas Filipinas with Mr. and Mrs. Lazaro Milaor on June 11. Mr. Milaor was assigned as principal of the Cotabato high school and his wife, as English instructor.

Several dances and musical programs were given in Cotabato in honor of Mr. James E. McCall, our outgoing superintendent, and his successor, Mr. Edward M. Kuder. Mr. McCall is going to the United States on vacation and will take the S. S. Islas Filipinas which is scheduled to pull out this afternoon, June 30. He is a big loss to the province.

The following assignments of supervising teachers and special principals were made for this division for the school year 1926-1927:

Awang	District	....	Irving B. Edwards
Banasilan	"	....	Justino Doctlero
Buluan	"	....	Gil Manalo
Cotabato	"	....	Ponciano Olayta
Dulawan	"	....	Jose Ostrea
Glan	"	....	Jose Hombrebueno
Kabakan	"	....	Juan Dimaano
Kling	"	....	Vacant
Lebak	"	....	Colin F. Mackenzie
Pagaluanigan	"	....	Calixto Panes
Parang	"	....	Vacant
Pikit	"	....	Apolinario Corpuz
Cotabato high school	....	Lazaro Milaor	
Piang agricultural school	....	Frederick Doherty	

Adon Javier.

Davao

This year for the first time in three years all the teachers of the province came in to the capital to attend the division normal institute. The teachers from the east coast were brought in by a special launch. About 200 teachers and candidates enrolled for the course.

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E Following Flower Seeds:

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Cosmos Mixed	Morning Glory	
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Cucumbers	Papaya	Watermelon
Endive	Pears	

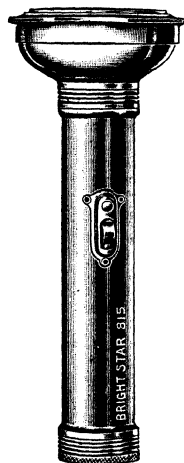
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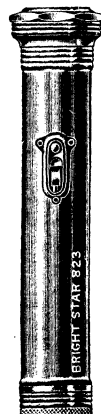
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There are many changes in the division. Four supervising teachers have left the service. Claudio Padayhag, supervisor of Pantucan district, and Braolio Pagio, supervisor of Sigaboy district expect to devote themselves to agriculture in this province. Maximo Canonizado, supervisor of Manay district hopes to transfer to the bureau of agriculture as an agricultural inspector. Januario Puruganan, supervisor of Mati, intends to continue his studies and hopes to return to the service after graduating from Silliman.

Mr. Donato Lopez, the academic supervisor, has been transferred to Dumangas, Iloilo.

Many new class room teachers are on duty this year. About seventy candidates arrived in Davao last May. They came from all parts of the Philippine Islands.

Miss Agripina Arkoncel who left last year on account of ill health, died on the eighth of June. Miss Arkoncel's death is a cause of sorrow to her fellow teachers.

Ruperto Macalala and Miss Vicenta Alcantara have returned to Manila as pensionados to the Philippine normal school. Miss Lucile Maxey, known in Manila as Miss Davao, has also returned to the Philippine normal school to continue her studies.

Five new insular teachers have arrived in the province. Mr. Pedro Maderazo, the new academic supervisor, has been supervising teacher in Bogo, Cebu. Mr. Mauricio Bautista, physics teacher in the high school is a civil engineer from the university of Washington. Mr. Saturnino Abasolo, A. B. Minnesota, will be supervising teacher in Sigaboy. Mr. Francisco Puzon, from the Philippine normal school, is principal of the central school in Davao. Mr. Saturnino Estrada has transferred from Pangasinan and will supervise Manay district.

Nena Maderazo, the fourteen months old daughter of Mr. Maderazo died of beriberi, on board S. S. Albay between Zamboanga and Davao, on June 11. Helen A. Maxey, daughter of Mr. Maxey died on the thirteenth of June. All the teachers attended the funeral. The bereaved parents of both children gave the heartfelt sympathy of all their coworkers.

The latest arrival for the supervisory force in Davao is Mr. Mariano R. Baskiñas. He reached here from Manila on June 23 and has been assigned to Mati district. At the close of the division normal the teachers of second year qualification and above were given a test on correction of common errors in English based upon list of errors submitted to the general office last March. During the latter part of June the same test, slightly modified, was given to all the students of the high school. The superintendent left July 13 on the launch "Indiana" to inspect the schools on the east coast and will be absent from the capital about a month.

Geo. B. Steele.

La Union

The northern normal institute was held in the capital during the period June 7-18. There were more than two hundred teachers in attendance. Governor Lucero delivered an instructive address at the opening of the institute. A series of lectures was given during the second week. Miss Patrocino Jamias gave three lectures on health. Mr. Casiano Salomon lectured on "The Teaching Profession"; Mr. Bernardino Concepcion, on "The Teacher's Relations to the Community and to His Coworkers"; Mr. Justo de Leon, on "How to Make Industrial Work Second Nature to Pupils"; Mr. Eustaquio de Guzman, on "The Teacher's Professional Growth"; Mr. Francisco Nisce, on "The Teachers' Conduct in His Relations to Pupils"; and Mr. Benito Pañgilinan, on "Educational Aims and Educational Values." The institute ended with a successful farewell dance.

Miss Patrocino Jamias, Red cross nurse, has been detailed to this division. Miss Genara Manongdo, supervising Red cross nurse, visited this province during the institute. Dr. Pedro Guevarra, junior Red cross dentist, has resigned. His successor has not as yet been named.

The following Philippine normal school graduates are given assignments as follows: Miss Severina Alviar and Miss Nemesia Flores to San Fernando elementary school and Miss Teofila Carbonell to Balaoan.

The following teachers were recommended for insular appointment and were given assignments as follows: Mr. Agaton Umanos, principal, Sto. Tomas elementary school; Miss Genova Rulloda, principal of Santiago; Miss Lucena Ganaden, principal of Nadsaag school; Mr. Juan Orenca, principal of San Francisco school; Mr. Sinforoso Huliganga, principal of Santol school; and Mr. Hipolito Jacildo, principal of Magungunay school. Other newly appointed principals are: Mr. Doro-teo A. Parong for San Gabriel; Mr. Wenceslao Boria for Guesset; and Mrs. Agapita R. Dulay for Aringay.

The La Union high school girls are to wear white uniforms. To distinguish their years, the fourth year girls wear black ribbons; the third year girls, yellow ribbons; the second year girls, pink ribbons; and the first year girls, green ribbons.



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The following are the new teachers in the high school: Mr. Paterno Limchango, Mr. Estifano Fariñas, Mr. Gustav A. Carlson, Miss Effie M. Hannan, Mr. Tomas R. Pagua, Miss Agripina Dychoco, Mr. James M. Williamson, Miss Manuela Rivera, Mr. Mariano M. Flores, and Mr. Macario Ofiana. The following members of the faculty have transferred or resigned: Mr. Oriculo Salzar, Mr. Doroteo A. Parong, Mr. Wenceslao Borja, Mr. Emilio Yango, Miss Castora Barlan, Miss Muzzetta Williams, Mr. Pedro B. Flores, Miss Carrie J. Miles, Mr. Ronald O. Knapp, Mr. Keith S. Burton, Miss Laura St. Claire, Miss Florence H. Ellis, and Mr. and Mrs. Arbie L. Brooks.

The following are newly appointed insular teachers and their assignments: Miss Genoveva Rulleda, principal, Santiago; Miss Lucena Ganaden, principal, Nadsaag school; Mr. Agaton Umanos, principal, Sto. Tomas elementary school; Mr. Hipolito Jacildo, principal, Magungunay school; Mr. Juan V. Orenia, principal, San Francisco school; and Mr. Sinforoso Hulganga, principal, Santol school.

Mrs. Agapita R. Dulay succeeded Mr. Leandro Flores as principal of Aringay elementary school. Mr. Flores is a pensionado to the Philippine normal school. Messrs. Doroteo A. Parong and Wenceslao Borja were transferred from the high school to act as principals in San Gabriel and Guesset respectively.

Miss Patrocinio Jamias is assigned to this division as the Red cross nurse.

Dr. Pedro Guevarra, junior Red cross dentist, has resigned. He is succeeded by Dr. Mariano Varsovia.

E. J. de Guzman.

Masbate

The Masbate high school, desirous to run its own affairs, succeeded in establishing an organization last school year through the untiring effort of Mr. Trillo under the direction of the principal, Mr. Villafior. The school government is complete and has very complicated functions. It works exactly as our Philippine Government.

There are two houses, the junior house of representatives and the junior senate. The senate approves all the chiefs of the different departments, and the house originates financial measures. The departments aid in the enforcement of the various orders and carry into effect the new laws. The organiza-

tion effectively controls the conduct of the students and their different activities.

There are two courts, namely the students court and the teachers' court. The latter serves as the court of appeal. Any one who is not satisfied with the verdict of the students' court can appeal to the other. The president of the senate, Mr. Catalino Hermosa, and the speaker of the house, Miss Cristeta Castillo, who are both seniors, labored side by side to bring betterment and upliftment to our institution.

During the year that has passed, this organization has worked smoothly and well. It is believed that it will continue to exist as long as the high school exists. It will be an example to other institutions.

Domiciano B. Montcalvo.

Misamis

Mr. Arnold E. Bartlett, superintendent of schools of this province for the last four years, left for the States with Mrs. Bartlett, for a six months vacation. His successor is Mr. Quince E. Richardson, formerly a principal of Iloilo provincial normal school.

A reception in honor of the outgoing and incoming superintendents and the new principal of the high school, Mr. Jesse Ratchliffe was given by the teachers attending the normal institute in the evening preceding Mr. Bartlett's departure.

In the reception, the teaching force of the province presented to the departing superintendent a gold watch souvenir; a resolution of appreciation for his work in this division, signed by all the teachers; and the reply of the Director of Education in regard to the same resolution a copy of which was sent to him.

The district of Talisayan gave Mr. Bartlett a separate souvenir in the form of a gold piece as a token of their high regard for what he had done for the district.

The following are among Mr. Bartlett's numerous accomplishments: two concrete buildings, standard plan No. 7, in Gingoog and Plaridel; five concrete buildings, special plan, financed mostly by voluntary contribution, in the barrios of Baylao, Coguita, Tupsan, Agoho, and Yumbing in the municipality of Mambajao; five semi-permanent domestic science buildings, standard plan, in the central schools of Jimenez, Clarin, Misamis, Tagoloan, and Gingoog; thirty-two school

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buildings of semi-permanent types, in different towns of the province, with several others under construction. The percentage of school sites acquired up to date for the division is 76% as against 10% in June, 1922, when Mr. Bartlett took over the province as division superintendent.

During his administration, great emphasis was given to the raising of the educational qualifications of teachers. At the end of the school year 1922-23, the percentage of teachers under second year attainment was 78%. This was lowered to 43% at the end of 1925-26.

The 1926 division normal institute opened June 1 and continued for three weeks. Out of 305 who enrolled, about 100 were new and the rest were old teachers from barrios difficult for supervisory officers to visit frequently. Some of the new features of the institute were the classes in educational measurement, the new type of examinations, and practical English. Great emphasis was given to the teaching of phonics. Previous to the opening of the institute a general test was given to all

applicants who had not completed the secondary course. More than three hundred applied for admission to this examination. Of this number, one hundred fifty were admitted. The vacancies to be filled numbered ninety. In the assignment of aspirants preference was given to high school graduates. The result was that all positions for male applicants were filled by high school graduates or above.

Messrs. Lorenzo E. Santos, Ricardo G. Villamin, Cipriano P. Barbon, and Miss Aurora Chaves are the new high school teachers.

Messrs. Leon Bautista and Milquiades Camposano, 1926 Philippine normal school graduates, were appointed principals of the elementary schools of Misamis and Mambajao, respectively.

F. M. Bautista

Nueva Ecija

A two-weeks normal institute was held in Cabanatuan from May 24 to June 5. Approximately 65% of the total number of teachers in the division were in attendance. In this institute, demonstration of methods of conducting check-up periods, silent reading, written composition, nature study lessons, and flash card drills was given considerable attention.

Classes in practical English were organized to accommodate all teachers enrolled in the institute. This work received much emphasis this year, a period of 60 minutes having been devoted to it daily. Common errors in English and the most common demons in phonics were studied and corrected.

The social improvement of the teachers attending was not neglected by the institute management. Musical concerts by groups of districts were rendered through the period of the institute. The program rendered by Gapan, San Isidro and Peñaranda districts jointly was specially enjoyed by the teachers. The biggest social event, however, was the welcome ball offered by the teachers in honor of Charles V. Cline, the superintendent, and his wife. The assembly hall and two other rooms of the central school were crowded with teachers and their numerous friends. Among those present were the provincial officials including the governor, the treasurer, the auditor and others.

Ten new insular appointments were made in this province at the opening of schools last June. Those appointed were assigned elementary school principals as follows:

1. Mr. Manuel Abellera	San Jose
2. Mr. Lucas Andrada	Mufioz
3. Mr. Ambrosio Domingo	Cuyapo
4. Mr. Jose A. Bragado	Licala
5. Mr. Potenciano Espinosa	Sta. Domingo
6. Mr. Marcelino Gonong	Talavera
7. Mr. Francisco San Andres	Aliaga
8. Mr. Leandro Padilla	Rizal
9. Mr. Alfredo Odulio	San Leonardo
10. Mr. Fortunato Espina	Cabiao

The following changes of assignments were also made: Mr. Feliciano Siatat from the high school to Gapan as principal. Mr. Pablo Bonoan from San Isidro as principal to Cabanatuan in the same capacity. Mrs. Francisca V. Trinidad from classroom teacher to principal in San Isidro.

The work on the completion of the longed-for high school building in Cabanatuan has been going on for sometime. It is expected that the building will be completed and ready for occupancy after the Christmas vacation. When it will be completed, Nueva Ecija can well be proud of a modern high school building that can accommodate about 1500 students.

The Cabanatuan teachers' club has again been organized. The following officers were elected for the first term:

President	Mr. Valentin Viardo
Vice-President	Mrs. Carmen A. Martinez
Sec-Treasurer	Miss Amparo Castelo

A dance and program was rendered in honor of the outgoing and the in-coming officers of the club on July 3. Attorney Exequiel Santos of Cabanatuan, who was the guest of honor, delivered an inspiring talk to the teachers.

Rafael Sarmiento.

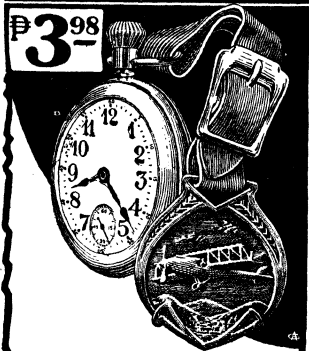
The San Antonio elementary school opened its doors on June 7. There was so great an influx of pupils from grade 7 to grade VII that for a time it was thought best to refuse a great many admissions due to lack of funds to defray the salaries of the necessary number of teachers. But with the untiring efforts of Mr. Ricardo T. Odulio, supervising teacher for this district, and with the interest of Mr. Antonio R. Lamson and Mr. Eugenio Cabatuando, president and treasurer of this municipality respectively, the amount needed to cover the deficit of more than ₱4,000 was secured. With this sum, the possible closing of a number of classes in both the central and barrio schools was averted.

The teaching force of the San Antonio central school suffered a few changes during the early part of the present school year. This was due to the transfers of Mr. Valentin Viardo to the central school of Cabanatuan as a grade VI teacher, and Mr. Alfredo V. Odulio and Mr. Francisco San Andres as principals of San Leonardo and Aliaga elementary schools respectively. Mr. Feliciano Renia of Jaen elementary school succeeded Mr. Odulio; Mr. Monico Bajit, a graduate of the Philippine normal school, took the place of Mr. San Andres, and Miss Teodora Bumanlag was offered the place left by Mr. Viardo.

The teachers of this school wish to express their sincerest desire for the success of their former co-workers, Messrs. Viardo, Odulio, and San Andres, and hope that in their positions of trust and responsibility they will so live and act as to command the love and respect of those about them.

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Occidental Negros

The normal institute was held in Bacolod from May 31 to June 11. There were in all 566 teachers in attendance. Several socials were held during the season among which were the Balintawak party, the teachers' dance, the governor's party in honor of the teachers, and the picnic held at Sto. Niño.

The following are the new principals of elementary schools in this division. They are all graduates of the Philippine normal school. Mr. Tiburcio Baja, San Carlos; Mr. Julian Abada, Kapanalan; Mr. Delfin Jaranilla, Saravia; Mr. Alfredo Barili, Cauayan and Mr. Nicolas Roldan, La Castellana.

Mr. Roldan is from the province of Rizal and has transferred to this division by order of the director. Miss Visitation Benedicto, a 1926 graduate of the Philippine normal school, has been appointed intermediate traveling teacher with provincial appointment. Miss Ledovina Rivera is the primary traveling teacher. Miss Teodula Yujuico, traveling industrial teacher from the general office, has been assigned to this division since the opening of the institute. Mr. Anselmo Racpan of Ilocos Norte has just arrived to fill the position as recording clerk in the division office. Mr. Jose V. Aguilar who was teaching in the Bacolod high school last year has been transferred to Masbate as acting academic supervisor. He left the province on June 8.

The schools of the municipality of Sagay have been converted again into a separate supervising district. Mr. Cornelio Secerino who has been reinstated this year has been appointed supervising teacher of the district.

Mr. Jeronimo Abada, formerly supervising teacher of Kabanalan district, retired under the provisions of the teachers' pension law effective June 6, this year. Mr. Abada had been in the service of the bureau with assignment at Kabanalan since the beginning of the present school system. All the municipal officials of this town have been under Mr. Abada either as pupils or as teachers and for this reason he still exerts his usual wholesome influence over these officials. Mr. Abada has held the respect of both his superiors and his subordinates and he leaves behind him in the service in the

province a host of admirers. Mr. Vicente Martir, formerly principal of Kabanalan, has succeeded Mr. Abada as supervising teacher.

During the last vacation a number of teachers decided to forsake bachelorhood. Among those are Mr. Melecio B. Lamayo, supervising teacher of La Carlota, who married Miss Esperanza Cascaro of that town; and Miss Amparo Castro, domestic science teacher of Saravia, who was married to Mr. Porfirio Ascalon, an hacendero of Victorias. Mrs. Ascalon tendered her resignation effective at the opening of the school year.

There are enrolled in the high school 1002 students as against 675 last year. Tuition fees of P3.00 a month are charged to only those who are not bona fide residents of this province. The new teachers in the high school are Miss Fortunata Roa, Miss Gloria Gonzales, Mr. Lucas Guirnela, Mr. Restituto Gorrosin, Mr. Francisco Divinagracia and Mr. Emilio Esmeralda.

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Don Antonio Menchaca of Calatrava died in that town last month. He was a Spaniard by birth, but a Filipino by citizenship. At the time of his death he was president of the town. He was known throughout the whole province because of his philanthropic attitude toward the schools of Calatrava, he having donated to the municipality three semi-permanent school buildings. The exact cost of the buildings could not be ascertained as Mr. Menchaca always refused to give publicity to his philanthropy. In recognition of his exemplary at-

titude toward the schools and also of his conduct both as a citizen and as a town official, the members of the provincial board, the superintendent of schools, and other provincial officials made a trip to Calatrava to attend his funeral services.

The building project in this division for this year carries with it an appropriation amounting to nearly P409,000. The sources of this fund are the provincial loans, the provincial barrio aid and the insular aid. Out of this fund, 18 concrete rooms, 103 semi-permanent rooms and 1 domestic science building are planned to be constructed this year. Some of the projects have already been advertised by the district engineer and the work will be started soon. In addition to these projects, there is available the amount of P130,000 for the construction of a new high school building. The work on this building will be commenced in the near future.

The provincial board has just set aside the amount of P58,600 for the establishment in this province of an agricultural school of the Muñoz type. This school will be located in La Granja provided the bureau of agriculture cedes a part of this experiment station to the bureau of education for this agricultural school.

The members of the provincial board deserve much of the credit for this building program in the division. The board has inaugurated a system of giving barrio school aid to municipalities that plan to construct barrio schools. The province gives 25% of the total cost of the building. The division superintendent appreciates very much the keen interest of the provincial board and of the municipal councils in the schools.

Martin Aguilar.

(Continued on page 191)

FLUKES OF THE PHILIPPINES

(Continued from page 151)

The fluke that probably does the greatest harm here, although few infestations with it have been reported, is the Japanese fluke *Schistosoma japonicum*. The disease caused by it has been known about forty years and the parasite, itself, was reported by the Japanese scientist Katsurada in 1904. It was first reported in the Philippines by Wooley in 1906, but has been seen by other observers since. The most recent work on it has been done by the Filipina pathologist, Dra. Maria Paz Mendoza-Guazon.

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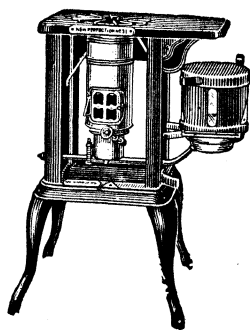


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The cercaria of *Schistosoma* depart somewhat from the customs of their fellow species. There is no secondary intermediate host and it does not undergo encystation on grass or the like. Instead, it directly penetrates the skin of the primary host, as does the Hookworm. In this way, persons wading in water infested with the cercaria contract the infestation. It may also penetrate the mucous membrane of the mouth of a person who drinks water contaminated with cercaria. The organisms then pass to the lymph and blood vessels. They travel through the veins, the heart, and the pulmonary arteries by which route they reach the lungs. From the lungs they pass to the liver and intestine, and then grow to the adult forms.

The effects of *Schistosoma* on the human host are most serious. They cause anaemia, tremendous enlargement of the spleen, and sometimes stoppage of the blood vessels. The eggs are carried to various parts of the body where they set up inflammation and lead to the formation of scar tissue. The effects of the eggs are particularly marked in the liver and intestine. In the latter place they may give rise to tumor-like growths and a condition resembling dysentery. The flukes also are found swimming in the blood.

The males of *Schistosoma* are about 20 millimeters long. There are two suckers. The females are somewhat longer, but are thinner than the males. They, too, have two suckers.

THE LUNG FLUKE

Paragonimus ringeri, the lung fluke, is much smaller not exceeding 12 millimeters in length. The eggs which are oval and brownish-yellow are found in great numbers in the sputum. It is found in the lungs, pleurae and the bronchi of man and the dog. It is quite common in Japan, China and Korea. The symptoms set up in the lungs by these flukes may be very serious. The condition may be very confusing to physicians, who may be misled into a diagnosis of tuberculosis. The life cycle and mode of infection with this parasite is not known with



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certainty. Occasionally the flukes may penetrate to the eyelids or to the brain constituting a very dangerous complication. Many cases of infection with this fluke have been reported in the Philippines.

THE ILOCANO FLUKE

Echinostoma ilocanum, the "Ilocano fluke," was discovered in 1908. It is an intestinal fluke—very minute (4 to 5 millimeters long by about 1 to 1.5 millimeters broad). It rather closely resembles *Echinostoma malayanum* found in Tamils in the Malay States. In the Philippines it appears only to be found in the Ilocano country. Apparently it does not produce very serious effects on the host. The life cycle and mode of infection have not been worked out.

Treatment of these infestations is on a very unsettled basis and cannot be discussed in such an article as this.

VOCATIONAL EDUCATION

(Continued from page 146)

7. Neither the Government nor the pupils are bound by any contract. This eliminates any complications, if a pupil does not need the full course, or if, for any reason, he decides to drop it.

8. Flexibility. The number of pupils electing any course may vary in number from one to fifty or more.

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THE PLAN IN OPERATION

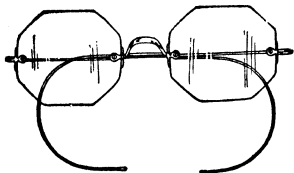
Out of a class of 100 pupils at Benton Harbor, 91 took advantage of this correspondence part-time study plan. They chose 22 different courses and, in some of them, only one student enrolled. The courses chosen were of such variety as electrical engineering, automobile operation and repair, commercial art, automobile engineering, sales and advertising, machine drawing and design, real estate law, aviation, architectural design, wireless, business management, structural engineering, civil service preparation, patternmaking, civics, mechanical engineering, contracting and building, financial management, commercial course, and production management.

With the exception of two of these courses there was not a sufficient number registered for any of the courses to justify hiring teachers for them. It seems obvious from this, that the correspondence plans is not designed to take the place of or to conflict with the regular school work, but rather to supplement it with such material and subjects as cannot profitably be offered because of the small number electing them.

One of the most interesting features of the plan is its range of influence. Out of the 91 I have mentioned above, 70 were regular school students, while the remainder were drawn from various walks of life.

I have tried to outline with all the detail possible the plan I am suggesting as a solution to the problem under consideration. It is for others to draw their conclusions and see if there is in the idea something that will be of value for the furtherance of vocational education in the Philippines through the public schools.

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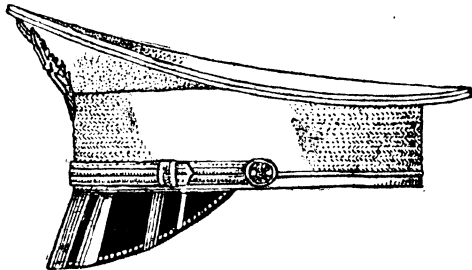
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PHILIPPINE SEA BIRDS

(Continued from page 145)

PHILIPPINE GULLS

There is one common Philippine gull. It is a fair-sized bird but rather small for a gull. It can be recognized by its size, length about 40 centimeters. The plumage in winter is mostly white, the back and the wings pearl gray, the tips of the long wing feathers black. In summer the head is brown. This species is the laughing gull, *Larus ridibundus*. It has been observed in Luzon and in Mindanao. The Vega gull, *Larus vegae*, a bird about 60 centimeters in length, has been recorded but once from the Philippines.

PHILIPPINE TERNS

The largest and commonest Philippine tern is *Sterna boreotis*, the northern Bergius tern. Its length is about 40 centimeters. The smallest Philippine tern is *Sterna sinensis*, the white-shafted tern. Its length is about 28 centimeters. Between these two are seven terns of intermediate size, and most of them are so rare that it is not necessary to describe them here. The noddy tern, *Anous stolidus*, about 40 centi-

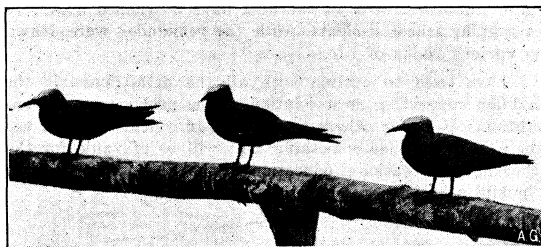


Photo by Bureau of Science

PHILIPPINE NODDY TERNS

meters long, and Worcester's noddy tern, *Megalopterus worcesteri*, about 30 centimeters long, are seldom seen except on or near the small islands in Sulu Sea where they nest. Nearly the entire plumage of these two species is sooty brown, except the white or pale gray forehead and top of head.

Philippine shore birds will be described in the next paper.

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TEACHING CHILDREN TO THINK

(Continued from page 143)

THE PROBLEM METHOD

The problem method has been discussed in connection with the discussion in geography and history. However, it might be said in passing that a problem is a question involving doubt. The discussion of problems involves socialized recitation. The teacher leads the class to apply their knowledge in actual life. The following quotations are given:

- "1. A child's world should be enlarged. He has many big problems which he could never see or feel without the help of the teacher.
- "2. Every lesson should contain a leading problem for each pupil.
- "3. Nothing is a problem for a pupil until he wants to solve it because he sees how it will help reach his goal."

THE PROJECT METHOD

A project is a purposeful and whole-hearted activity performed because the child is interested in it. Making a kite, making a dress, building a boat, and the like are examples of projects. Four factors are present in a project: (1) purposing, (2) planning, (3) executing, and (4) judging.

TESTS AND QUIZZES

The training to think can be further developed through the use of tests or quizzes that call for thinking. Among those tests the following with examples may be mentioned:

1. True and false test.—Sentences may be constructed one of which is true and the other false, as,
Fish swim in water.
Fish swim on land.
2. Recognition test.—Incomplete sentences may be constructed and several words may be given one of which completes the meaning of the sentence, as,
Dogs _____sing, talk, bark, bellow.
Women wear _____water, skirts, blanket, paper.
3. Completion test.—A sentence may be constructed with blanks for pupils to fill in the appropriate words, as,
The Secretary of the Interior is appointed by the _____with the consent of the _____.

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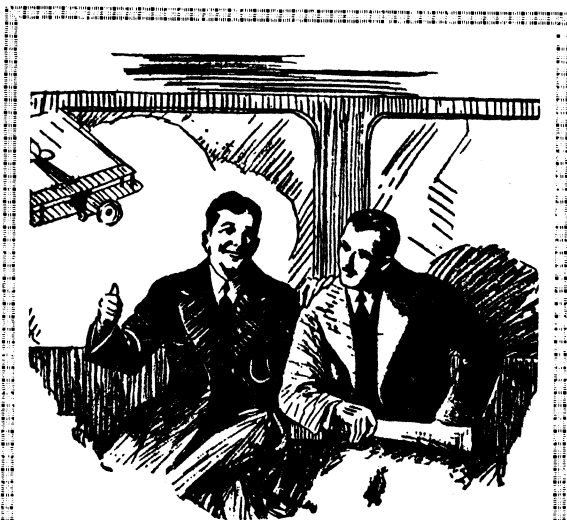
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4. Yes-or-no test.—Usually some statements followed by a question which can be answered by "Yes" or "No" may be constructed, as,
 I am one year older than Tomas, and Pedro is one year younger than Tomas. Am I older than Pedro?
 Maria was born June 16, 1920. Her cousin Fausta is three months younger. Was Fausta born in 1920 also?

5. Thinking and Doing Test.—An example of this is the following:

"An egg which is not fresh will float in salt water. Out of a dozen eggs, seven floated and five sank. Were there more fresh eggs or more stale eggs in the dozen?"

Exercises of this kind will surely lead the pupils to thinking and doing.

6. "They-Do-Not-Belong There."—Make a list in columns of words, two of which do not belong to a column. Let the pupils pick the two misplaced words and write them after the proper figure, as,

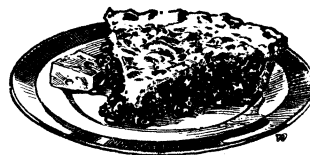
1	2	3	4
guitar	farmer	beautiful	walk
flute	carpenter	pretty	tree
knife	man	ugly	jump
violin	doctor	woman	swim
drum	plow	dear	banana
bat	lawyer	deer	run

7. Classification Test.—List words not at all well arranged. Let pupils group words under suggested topics, as,

P. I. *Japan* *Sahara Desert*
 camel, rubber, sand, abaca, tea, silkworm, caravan,
 bamboo, Budha, rice, etc.

8. Word-building test.—A number of letters such as o, e, i, r, l, p, are given and the pupils are to make as many words as they can in a given time by combining the letters. No letter must be used twice in the same word, and no other letters than those given must be used, as, oil, lip, ripe, etc.

Tests of this type compel choice and force decisions. It must be borne in mind that ability to think can be attained through practice in thinking and in no other way.



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The Survey Commission said: "Under the present administrative and teaching conditions, training in thinking and development to think and responsibility are outcomes seemingly impossible to achieve." This should not in the least discourage us but rather it should encourage us, serve as an impetus to do the "impossible." "Memorized education is inevitable in a school system manned by untrained teachers."—This is a grave indictment. It behooves us to prove the fallacy of such a statement by training ourselves, and not only our pupils, how to think. It has been said that we teachers are blind followers. We take things as they are handed to us. This might be true for a certain time but it can never be true for all time.

Boraas in his "Teaching to Think" says, "To the timid and reticent teacher this whole topic of training pupils to think for themselves opens a world of difficulties and perplexities. To the one who is anxious to be more than a hearer of lessons and a keeper of order, who is ambitious to become an expert in his profession, it means the very essence of teaching. It is the touchstone by which he tests himself as to whether he is a real teacher or a mere hireling."

CUPID'S ARROW

(Continued from page 142)

"She walked up the trail to look for you," a little girl spoke. Misang straightened himself, every muscle tense. Reaching for his spear he had leaned against the hut he ran into the jungle. Terror and fear tore his heart. If her foot should have touched that string! His brain refused to think of it.

Yet in the narrow trail he picked up the lifeless body of the girl.

Stricken with fathomless grief, the man of the wilds turned up his face to the bright moon, wondering with all his simple heart why fate had robbed him of what he most loved in all the world.

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Principal _____ Address _____

AGUINALDO'S FLIGHT AND WANDERINGS

(Continued from page 141)

to Echague. On being informed of this, the Honorable President gave orders that we should return to Ocaris on the following day.

We passed the night without incident.

MORE ABOUT THE IGORROTE KAÑAO

The Kañao is a very great celebration held by the Igorrotes of a settlement when by means of battle or treachery they wound or take the head of one or many of their enemies, which enemies may be Christians or the Igorrotes of some other settlement. On securing the head of an enemy they carry it to the house of the most offended or aggrieved Igorrote of the settlement to have the celebration, and in default of any such aggrieved or offended person the head is carried to the house of the chief of the settlement. After first arranging the upper portion of a cut banana stalk in the house where the celebration is to take place, the head is put on the upper end of this stalk and held there by means of six little sticks which are tied to the stalk. Afterwards a lighted cigar is placed in the mouth. The participants in the celebration then approach the head successively and suck the dripping blood. When this act of cannibalism is over they place a native hat on the head. All the Igorrotes then march round and round the head, dancing the meanwhile.

(Translator's Note.—This additional description of the Kañao, differing somewhat from the first description given in the body of the diary, is written on a separate sheet and inserted in the book without having any connection with the unbroken daily narrative which is continued below.—J. C. H.)

FEBRUARY, 1900.

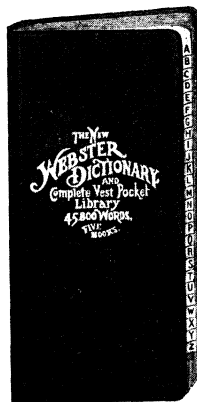
February 1.—At 6 o'clock in the morning, and without eating breakfast, we started on the march for Ocaris. After five hours of marching we again arrived in our Ocaris camp at 11 o'clock, nothing important having occurred en route.

We had been informed some days before that many of our forces were in Nueva Viscaya, and this was the motive which

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led the Honorable President to think of returning to Oscaris. At 3 o'clock in the afternoon a courier was dispatched to our Viscaya forces with orders for them to come and join us; likewise orders were given for the capture of the two deserted orderlies.

February 2.—Nothing important.

February 3.—In the afternoon, at about 3 o'clock, we got news that the Americans, who were en route Bayombong, had retired and concentrated at Carig, because numerous Philippine forces were at San Luis on their way to join us at Oscaris.

This news was confirmed at 7 o'clock at night by some persons who came from Carig. These also informed us that the Americans were keeping close watch through every street of that town for fear, perhaps, of a surprise. Our enthusiasm was great, because aid was coming to us, and hence we spent the night in amusements. Moreover, our informants had told us that our forces would arrive the following day without fail.

February 4.—We got up early, expecting the arrival of our forces. At 8 o'clock in the morning the courier returned. As for the news we had received, he told us that there were no such forces of ours, for he had gone as far as the neighborhood of Bayombong without having seen any Philippine troops at all. Our joy, or, better said, our illusion, was converted into sadness.

At 10 a. m. we received some more news, still worse, to the effect that there were many Americans in Camarag, a town in the neighborhood of Oscaris, and distant from it two hours by road. We were unable to ascertain what direction they would take.

The Honorable President secretly expressed his opinion to B. and V., saying that we should go to Bayabas in case the enemy came. V. said that in such an event we would die of hunger, because, in the first place, the towns that were then aiding us could no longer send us anything whatever, as Oscaris was the key to Bayabas, and, in the second place, the scarcity of rice in that settlement was so great that it was im-

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possible for us to maintain ourselves there at all. B. strongly supported this opinion, so that the Honorable President was convinced, and it was agreed to set out on a march for Abra Province if it should become necessary.

A FILIPINO GENERAL DISGRACES HIMSELF

February 5.—About 12 o'clock to-day there arrived in our camp, coming from Tuguegarao, Manuel Guzman, ex-lieutenant of the unfortunate battalion of..... This officer, after telling us all that occurred in the surrender of Cagayan Valley—an act due to the infamy and cowardice, and shamelessness of General.....—also told us that the said general is still with the American captain to whom he surrendered. It has been observed by every body that the said general, in order to ingratiate himself with his master, the American captain, is acting as his personal servant—now trying to secure for him the most exquisite meals possible, and now washing the dishes and quarreling with the cook and private servants of the captain; and then, again cleaning the captain's writing table. And when the hour arrives for the captain to write, General..... goes into the office ahead of him and gets the pen and inkstand in his hands ready to offer his master, the captain, the pen when he wishes to write. Also that this general was occupying himself every morning in cleaning the captain's shoes—in one word, he was promoted to be major-domo. General..... performed these acts without hesitation in the presence of many of the people.

He also stated that....., standing near his master, the captain, on the day of the surrender, was insulted by all the Cagayan people, and especially by the ex-officers, natives of that province, belonging to the unfortunate battalion of which he was the commanding general—in the presence of a great public gathering they called him a thief of the blackest dye, a man of dishonor, a coward, etc. But....., perhaps through ignorance of their meaning, paid no attention to these insulting words.

When the officers of the battalion lately commanded by that rascally..... went to embark for Manila on board a ship

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where there were friars and Spanish prisoners, the latter, on seeing the former approach in small boats or lighters, commenced cat-calling and hissing, saying: "Away with the dishonorable officers! Away with the thieves; away with them, lest we kill them!" and Away! Away! Away with the thieves!"

Those unfortunate officers, on seeing the conduct of the Spaniards, had to retire without saying even one word in reply, because what was said was the truth. They returned ashore to wait for another ship.

These officers, during their stay in Aparri, got news of our arrival in the valley and hastened their departure for Manila, fearing, perhaps, that we might catch them; and really we do not know what punishment we would have inflicted on them had we caught them—those valiant thieves!

By order of the Honorable President, I commenced this day to make a "black list." All the inhabitants of this valley say that from the date when Señor Leyba, colonel of infantry and Señor Villa, sub-inspector of military hospitals, withdrew from this valley and retired to Malolos, General..... and all the leading officers of the two battalions under his command dedicated themselves to traffic or trade in rice, tobacco, salt fish, matches, etc. In a word, they monopolized all the business. The price of rice rose to 25 dollars a cavan, salt to 25 dollars a cavan, and petroleum to 25 dollars a case. Everything went up considerably, and in such a way that during the nine months General..... had gathered together some 204,000 dollars and his officers some 25,000 dollars. This money is what brought about the loss of..... and his officers.

During the governorship of..... in the valley the house of a wealthy man in Tuguegarao was robbed of jewels of great value and a considerable sum of money, without the authors of the robbery being captured or their identity determined, notwithstanding the investigations made by.... himself. After the expiration of two months it was seen by everybody in the town.... was wearing the jewels on his own body. Everyone was astonished, for it was at once known that..... was the author of the robbery.

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From the time of our arrival in this town up to the present date the local provincial commanders, the neighbors, and patriots, continue visiting the Honorable President, bringing with them all kinds of gifts for our suffering army.

So far the Americans, who are at Camarag, do not come to attack us; neither are we informed that they are going to do so. They must have gone to Bayombong.

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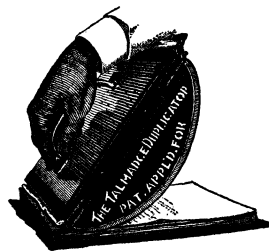
JAZZ AND MUSIC EDUCATION

(Continued from page 135)

to undertake disciplining properly within the sphere only of parenthood. Since the school cannot always be blamed for defections, it is justly within its powers if it refuses admittance to the school of an element belonging to the outside, and possessed of gunpowder possibilities. Therefore, the division superintendent of schools who refused "jazz" a place on "school programs and exercises" was excluding it as educationally undesirable. There is no hard and fast rule applicable. Other superintendents might not feel a similar need. The one referred to in the Philippine Education editorial, wanted in place of "jazz" to use only good music in the hope of furthering a real love of the best by which the students themselves will learn to make a free-will choice. His action was constructive in that he offered something good in place of something less desirable. Recognition of this principle of teaching underlies the introduction of the study of music appreciation in the schools. If children sing only the best music of their own country and of other nations, hear only the best instrumental selections, and come to understand the qualities which go to make up good music, then they will learn to love good music and to prefer

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it to that which is merely transitory. The whole purpose of the Bureau of Education in making the best music available for the schools is to provide this background for the development of sound musical tastes. Jazz, whether good of its kind or bad, and there certainly are distinct kinds within the category, is not educational. It does not belong to the school. It contains no art principles worthy of the time to study, short of the professional musician seeking effects. It is not suitable for folk dancing of any kind, and that exclusion rules it out of a place in the grades or secondary schools. Its only place, coming back again from another angle, is for the social dance, and that is merely an adjunct of the school, in no sense compelling official recognition. Jazz should have no part in school exercises or programs if public school music, which means good music, is to function to the fullest.

JAZZ—THE MUSIC OF SOPHISTICATION

In conclusion, "jazz" has been called "the music of youth." It actually is the music of sophistication. Young people, in the sense of school age, do not write it. It is largely the output of clever writers, mostly Jewish, with an eye to the pennies, who work on a theatrical street in New York, called "Tin-Pan Alley." Young people catch at it because propaganda has made it "smart" and because they can dance to it. The wholesome fun atmosphere of folk music is totally lacking in "jazz." Its songs revel in innuendo, "Red Hot Mama," "Roll 'Em, Girls," "The Naughty Waltz," "Last Night on the Back Porch," and all the innumerable others, calling up emotions to the adolescent boy and girl which had far better be sublimated. "Jazz" is rather the music of middle age,—experienced, artificial, simulating innocence. But it is here and we have to take it for what it is. Let no one be fooled by it. As music we ought not to dignify it by taking it too seriously. It can afford innocent enjoyment. It can be the vehicle for immoderation. It can amuse. It can soothe. It can deafen. As it stands now it ought not to pre-empt a permanent place in the sun since its contributions are musical by-products. For schools and music study it is educationally valueless.

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NEWS OF THE PROVINCES

(Continued from page 176)

Pampanga

Superintendent Adam C. Derkum made public the following assignment of division and field supervisors and principals for the school year:

Mr. Hugh Cooper, principal, high school
 Mrs. Helen C. Bryan, principal Craig school, Camp Stotsenburg
 Mrs. Louise T. Wood, principal, Worcester school, Camp Stotsenburg
 Mr. Domingo Aviardo, principal, trade school, Bacolor
 Mr. Maurice Lazo, principal, agricultural school, Magalang
 Mr. Fernin Licad, industrial supervisor
 Mrs. Querubina G. Flores, asst. industrial supervisor
 Mr. Eliseo Tayao, academic supervisor
 Mr. Pedro C. Pelayo, supervising teacher, Angeles
 Mr. Felix Sapiala, supervising teacher, Apalit
 Mr. Gregorio Gutierrez, supervising teacher Arayat
 Mr. Jose Angeles, supervising teacher, Bacolor
 Mr. Canuto Santos, supervising teacher, Candaba
 Mr. Epifanio Malig, supervising teacher, Floridablanca
 Mrs. Justa F. Layug, supervising teacher, Guagua
 Mr. Alejandro Dizon, supervising teacher, Lubao
 Mr. Alfredo Nicdao, supervising teacher, Malabacat
 Mr. Juan Sanga, supervising teacher, Macabebe
 Mr. Narciso Pineda, supervising teacher, Mexico
 Mr. Antonio M. Quito, supervising teacher, San Fernando

This year the division loses the efficient services of Mr. Estanislao T. Tirona, academic supervisor, who was transferred in the same capacity to Rizal. A farewell ball was given in honor of Mr. Tirona last June 11 by the teachers who attended to division institute at San Fernando.

The institute was visited by Dr. M. L. Carreon, of the academic division. Mr. Geo. R. Summers, assistant to the director, inspected agricultural school, the trade school, and the high school during the second week end of July.

Misses Paciencia Esguerra and Illuminada D. Ramos both of the bureau of science held demonstration classes in preserving Philippine foods at provincial high school during the months of April, May, and June. More than eighty kinds of preserves, jams, jellies, marmalade, butter, paste, and pickles were demonstrated. About 400 women including the domestic science students of the high school attended the classes. Among those who actively participated were: Mesdames Baluyot, Licad, Flores, Quito, Angeles, and Misses Santos, Hizon and Quiason.

In order to encourage the planting and free distribution of fruit trees a provincial nursery was recently started on the provincial grounds due to the efforts of Governor Baluyot and Messrs. Hernandez and Ibañez members of the provincial board. The amount of ₱12,000 has been set aside for the project.

Several sites and buildings were acquired recently through donation or purchase. A lot to enlarge the central school site was acquired by purchase in Macabebe. The same town also reported the completion of a four-room building annex to the central school, and a two-room building in Sta. Lutgarda, mostly through voluntary contributions. Apalit reported the acquisition of a half-hectare site in the barrio of Tabuyuc through donation and the construction of a four-room building. Mexico announced the donation by Mr. Benito Vergara, of a one-hectare site in the barrio of Anao. A two-room building in the barrio of St. Domingo is almost completed. Candaba has put up school buildings at Salapuñgan, Mandile, and Bahay-Pari, all semi-permanent buildings.

A one-hectare site was donated by Mr. Teodoro Santos in the barrio of Iba, Malabacat. Bids to complete as much of a standard plan No. 20 permanent building, with the amount of ₱36,835.17 for Malabacat central school have been asked for by the district engineer. The construction of a standard plan No. 10, permanent building in Floridablanca central school with the amount of ₱20,936.14 is now under consideration.

In order to facilitate the classification of pupils in the field and the preparation of new-type examinations, every elementary school in the division has purchased a Talmadge duplicator. The recent order of 600 copies of Patri's "White Patch" and for graded elementary school libraries, are now being filled. Efforts are being made to complete domestic science, shop, and garden equipments.

E. Tayao.

Pangasinan

The 1926 normal institute was held in Lingayen from May 24 to June 4. There were 573 enrolled 310 of whom are "aspirantes." Sixty-six Philippine normal school graduates are among the aspirantes. All instructors in this institute were secondary school graduates with the exception of one instructor in industrial work. Classes in phonics and English were taught by two American teachers and three supervising teachers. The teaching of reading, phonics and English was emphasized. Miss Maria Guting of the general office helped a great deal in making girls' industrial work a success. Industrial courses taught in the institute were those that will fit conditions in the locality where they are prescribed. The social activities were carried out successfully.

The Bayambang normal has this year the four years of the secondary course. Miss Mamie Belle Norton, the principal, was transferred to Laoag normal and Mr. Venancio Trinidad of Laoag normal school took her place.

The Pangasinan high school is divided into two, the vocational and the general high schools. Mr. Harold O. Soderquist is the principal of the former and Mr. Arthur T. Heidenreich is the principal of the latter. All first year students enrolled were tested. Mr. Charles of the general office visited the secondary schools at Lingayen on June 10.

Preference in enrollment in grade I in the school of Pangasinan during this school year was given to pupils of normal age. Repeaters in grade I who are over age being accelerated.

Several teachers were transferred to other divisions. Mr. Benigno Aldana, supervising teacher of Mangaldan district was transferred to the division of Capiz as academic supervisor; Mr. José C. Magno, supervising principal of Binalonan was transferred to Oriental Negros as supervising teacher; Mr. Geo. O. VanHee, principal of the Pangasinan high school and Mrs. VanHee were transferred to Zamboanga; Mr. Florentino Kapili, critic teacher of the training department of the Pangasinan high school was transferred to Camarines Sur as principal of the normal school; Mr. and Mrs. Almond Fairfield of the high school were transferred to the university of the Philippines and Mr. Protacio Nicolas, principal of San Quintin elementary school was transferred to Bataan as supervising teacher.

The following teachers were transferred to Pangasinan: Mr. Pascual M. Pudilla, principal of Baybay high school, Leyte; Miss Clemencia G. Itchon, domestic science teacher of the same high school; Miss Clara O. Carter, Zamboanga training school; Mr. and Mrs. Soderquist from Samar and Mr. Arthur Heidenreich from Cagayan.

Buenaventura Canto.

Sulu

For four years no division normal institute was held in Sulu. The 1926 institute was opened on June 1, and closed on June 19. The teachers were glad to attend because they have not seen one another for several years and they were anxious to have exchange of ideas.

The teachers in this division have many school problems not met with in the north and they are all eager to bring the schools to the same standard as in the north. The division superintendent in one of his speeches to the teachers said that he is expecting that the teachers will go back to their respective stations carrying with them new ambition and new enthusiasm.

Mr. Wilson for Tawitawi district, Mr. Douglas for Jolo district and Mr. Price for Siasi district, are the assignments of supervising teachers this school year.

Juan B. Gonzaga.

Surigao

A very successful normal institute attended by all primary teachers, principals and supervising teachers, was held in Surigao from June 1 to June 19.

Mr. Remigio Pacibe, traveling industrial teacher from the general office, who is still in the division inspecting schools, helped make our industrial teachers better prepared to handle their work when they go back to their own schools. No teacher left the institute without the samples and models needed.

Mrs. Petrona Ramos, music supervisor attached to the general office, stayed with us one whole week during the institute. We highly enjoyed our association with her and profited very much from her music instruction and conferences.

Mr. John H. McBride, Jr., superintendent of schools, was granted six months vacation leave of absence to spend in the home land and Europe. Mr. Archer B. Farham, former principal of Cagayan, Misamis, succeeded Mr. McBride as acting superintendent. Mr. McBride was the best academic man Surigao has ever had so far.

The Surigao provincial exhibition and charity fair held from June 12 to 19, in Surigao for the benefit of a proposed provincial maternity hospital, presided over by Her Majesty Charity Queen Loreto I (Loreto Reyes), and managed personally by Governor Pedro Celeo, was the most successful carnival ever held in this province. Conservative estimates put the gross income of the fair at ₱8,000.

One week after the fair, Queen Loreto I was married to her King Consort, Hon. Paulino Ibañez, representative for the first district of Cebu. The dinner-danzant held in their Surigao home was attended to by the elite of the province aside from those who came from Cebu, the home of the bridegroom.

Mr. Eulalio Suaco, assistant executive secretary, was here in Surigao during the last week of June. A grand tea party offered by the officials and employees of Surigao was held in the house of the Governor in his honor. He visited Surigao on official business.

(Continued at bottom of next page)

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Mr. John D. Stumbo, principal of the high school, was transferred to Capiz, and his place was taken by Mr. James Fenton, a high school teacher, from Batangas. Mr. Stumbo left a host of friends and admirers in the whole province. He is known all over the division as the man who has made the Surigao high school a really successful high school.

The new officers of the Surigao teachers' association are the following:

President, Alfredo P. Shapit, (re-elected)
 Vice-Pres., Antonino Arreza
 Secretary, Miss Juanita Catelo, (re-elected)
 Treasurer, Guillermo Pagaduan, (re-elected)

The association is now a part of the national educational federation as a result of a resolution unanimously approved to affiliate the association with the federation.

After a five-day discussion, the Surigao teachers' association approved unanimously the resolution presented by Mr. A. Arreza and others to the effect that the association send to Manila or to Cebu a teacher-pensionado annually to pursue higher educational studies and research work. As a result the first drawing of lots, the first teacher-pensionado of the association, will come from the district of Dapa. The resolution takes effect next school year, 1927-1928.

Alfredo P. Shapit.

Win A District Or Teachers' Library As A Prize

Philippine Education Magazine subscription contests have been so popular for the last nine or ten years that they have become an established feature. School districts throughout the Islands every year add many desirable books to their libraries by taking part in these contests.

The older teachers in the Service are familiar with the terms of the contest, but for the benefit of others it may be explained that if seventy or more per cent of the teachers in a supervising district subscribe for Philippine Education Magazine, or renew their subscriptions, the publishers give a cash credit of 37½ centavos for each subscription so entered.

This cash credit may be used for the purchase of books, maps, pictures, or other supplies sold by Philippine Education Co., Inc., (except subscriptions to magazines). On all purchases made against such credits, the Company furthermore allows the usual library discount of ten per cent. This means that supervising teachers may secure one peso's worth of books or supplies for each ninety centavos credit.

If all the teachers in a district (one hundred per cent) subscribe to the magazine, the Company gives a cash credit of 45 centavos for each subscription. If, for instance, there are fifty teachers in a district, the cash credit will amount to 50 times 45 centavos or P22.50, for which books, etc., amounting to P25.00 in value may be purchased because of the additional ten per cent library discount.

Palawan

Coron district normal institute which commenced June 7, ended June 27. Thirty-four teachers attended it. The model classes did exceptionally good work. New devices and methods were employed. The 3 R's and the objective type of examination were emphasized.

Every day there was a general convocation, during which the teachers discussed ways and means to solve the many problems which they are likely to meet at their stations. Lectures were also given.

Every evening there were social entertainments. Teachers and outsiders as well enjoyed the evenings. On June 13 and 20 the teachers went on excursions to Lake Bato and to the Makinit hot spring.

On the initiative of the supervising teacher Abrera, a teachers association has been organized. The officers of the association are: president, Mr. Pablo Ponce de Leon; vice-president, Mr. Juan Elevazo; treasurer, Miss Remedios Abringer; secretary, Mr. Manuel Ventura; board of directors: Messrs. Apolonio Arzaga and Pablo Magbanua; adviser, Mr. Melquiades Abrera.

Melquiades Abrera.

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BOOKS OF RECOGNIZED MERIT

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In recent years, World Book Company published various books which are especially useful for the teachers and pupils in the Philippine Schools. The following excerpts from various circulars issued by the Bureau of Education are worth noting.

ACADEMIC BULLETIN No. 4 s. 1925, "The Teaching and Testing of Silent Reading."

"No space can be given in this Bulletin to methods of teaching silent reading as discussion would fill a book if it is to be adequately covered. All teachers of reading and literature are urged to study the following books which are among the most valuable source of suggestions on the subjects of methods:

Three books were suggested, one of which is Smith's **ONE HUNDRED WAYS OF TEACHING SILENT READING**, World Book Company, 1925. Price ₱2.80"

ACADEMIC BULLETIN No. 8 s. 1925, "Some Recently Published Professional Books", on page three, the following paragraphs are found:

"For the more advanced student of the art of measurement, Dr. Arthur S. Otis' **STATISTICAL METHOD IN EDUCATIONAL MEASUREMENT** has been issued (World Book Company, 1925, 337 pages, ₱1.32). It is a more or less elementary textbook of statistical methods, 'designed for classroom teachers, administrators, students, and researchers.'"

"..... There has recently appeared a somewhat elementary text on the topic of new objective type examinations, **PREPARATION AND USE OF NEW-TYPE EXAMINATIONS**, by Donald G. Paterson (World Book Company, 1925, 87 pages, paper-bound, ₱1.20). The writer states in the Preface that 'the increasing use of short-answer examinations in elementary schools, high schools, and colleges warrants belief in the need for just such a manual as is here presented.'"

ACADEMIC BULLETIN No. 6 s. 1926, "Philippine Norms for Terman Group Test of Mental Ability", gives the result from the four years of the regular secondary courses in 35 public high schools throughout the islands where the tests were used last year.
(Price per package of 25 examinations—₱2.40)

ACADEMIC BULLETIN No. 8 s. 1926, "Science and Health Readers for Libraries":

"This office wishes to encourage the purchase of books pertaining to health, general science, and the social sciences. The more recent supplementary readers contain much of this kind of material. They may be purchased in small sets for the use of groups of pupils or in sets large enough for an entire class.

"For the benefit of schools which can spend but a limited amount for library books the following list of books believed to be especially valuable because of their health and science content has been prepared."

In the list following, is included **PHILIPPINE HISTORY STORIES** by Fernandez, (World Book Company, 1925) for grades five and six, Price ₱1.76.

ACADEMIC BULLETIN No. 9 s. 1926, "Books for the First Grade Reading Table", in this suggestive list of

books for the first grade classroom library or reading table which was prepared after a large number of such books had been examined, **PHILIPPINE PICTURE WORD BOOK** by Purcell-Prentice-Perez (World Book Company, 1925), heads the list. Price ₱1.04.

ACADEMIC BULLETIN No. 10 s. 1926, "Professional Books Recommended":

"**METHODS OF HANDLING TEST SCORES**. Pressey and Pressey. World Book Company, 1926, 60 pages. ₱1.20.

Brief lessons and practice exercises in tabulating, finding medians, in making and interpreting tables and graphs, and the use of tests in dealing with everyday school problems are taken up in this book."

"**PHILIPPINE STUDIES IN MENTAL MEASUREMENT**, Carreon. World Book Company, 1926, 170 pages. ₱3.60.

A general introduction to the field of measurement in Philippine education."

ACADEMIC BULLETIN No. 11 s. 1926, "List of Books to Supplement the Study of U. S. History." On page 6 of the list of reference books especially recommended but not mentioned in the text: Robbins, **SCHOOL HISTORY OF THE AMERICAN PEOPLE**. World Book Company, 1925. ₱3.44.

COURSE IN PHILIPPINE HISTORY AND GOVERNMENT FOR NORMAL SCHOOLS BASIC TEXTBOOKS

Every pupil should provide himself with the basic textbooks:

"..... Barrow's **HISTORY OF THE PHILIPPINES** will be used until the new textbooks are received from the publishers." World Book Company. Price ₱3.60.

"The following books will be found useful for reference purposes in the study of subject matter in Philippine history and government. As they are also needed for the study of Philippine history and government by high-school pupils in the general course and as most of these books are large or are in sets and are thus expensive, it is suggested that those marked \$ be obtained for the school library as soon as possible and that the others be obtained, a few at a time, when library funds are available for that purpose." Among others are listed:

\$ **Philippine Revolution**, Kalaw . . . Price ₱4.50
Loyal Citizenship, Reed . . . Price ₱2.00

COURSE OF STUDY IN READING FOR NORMAL SCHOOLS

It was recommended in this course of study that **HAGGERTY READING EXAMINATION SIGMA 3 FORM A**, be used sometime during the beginning of the school year for classification purposes in reading proficiency and **HAGGERTY READING EXAMINATION SIGMA 3 FORM B**, be used towards the last part of the year for the purpose of measuring individual progress and achievement of pupils in the Normal Schools. Price per package of 25—₱2.20.

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